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ABSTRACT

LEREC (Learning English as a Second Language through Recreation) is a plan to make use of summer recreation projects in northern Canadian communities for developing children's fluency in English, the language of instruction in schools. This report explains the LEREC concept, defines the linguistic objectives, suggests a balanced program of recreational activities for children of all ages, states the English structural patterns and vocabulary that are necessary for those activities, proposes methodology for recreation leaders to use in implementing the program, and outlines the training needed by recreation leaders. (Author/VM)

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LEREC

Learning English as a Second Language Through Recreation

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LEREC

A Language-Development Summer Recreation Program for Northern Communities

LEREC is a plan to make use of summer recreation projects in northern communities for developing the children's fluency in English, which is the language of instruction in their schools.

This plan explains the LEREC concept, defines the linguistic objectives, suggests a balanced program of recreational activities for children of all ages, states the English structural patterns and vocabulary that are necessary for those activities, proposes methodology for the recreation leaders to use in implementing the program, and outlines the training needed by those recreation leaders.

LEREC: The Concept and the Objectives

LEREC:
A Language-Development Summer Recreation Program
for Northern Communities

INTRODUCTION

The Need for LEREC

At the present time, the language in which the children attending Saskatchewan's northern schools must receive their education is English, yet for large numbers of these children English is a second language. Their mother tongue may be Cree or Chipewyan or a non-standard dialect of English.

Some northern children do not know any English at all before entering school. At home their families regularly speak an Indian language, even if one or both of the parents is able to use some English with an outsider, when necessary.

Other northern children enter school with some knowledge of English because a form of English is used in their home as the family's language of communication. Very rarely, however, is that English exactly like the Standard English which is used at school by the teacher and in books. Rather, in most cases, it is a dialect, which could be located at different points on a continuum ranging between a sub-standard but easily understandable English at one extreme and a language composed of English words within Indian-language structures, nearly incomprehensible to monolingual English speakers, at the other extreme.

Thus, for most northern children there is some degree of second-language problem when they begin to go to school, and often the problem is severe. Unfortunately, there is now almost no attempt to provide these children with systematic instruction in English as a second language. It is to be hoped that, before long, northern schools will insist that the teachers they employ have received training in the principles and techniques of the teaching of English as a second language (TESL) and that these teachers will have the use of instructional materials specifically prepared for the needs of children living in northern communities.

Although the entire northern language problem has been ignored, for all practical purposes, it is probably true that much sympathy exists for those children who enter school with no knowledge of English whatever. On the other hand, the plight of those northern children who have just enough acquaintance with English to be able to follow the teacher's instructions and occasionally give one-word answers is still largely unappreciated. A little thought, however, shows that their inability to comprehend distinctions of vocabulary and structure in both speech and reading, especially to comprehend relationships of grouping, place, time, cause, condition, etc., and to express those distinctions in their own speech and writing, inhibits every facet of their mental and educational development.

This handicap may appear to be of relatively minor importance at first; indeed, at superficial glance it may seem to be a greater handicap to the teacher, who has difficulty in helping the pupils learn, than to the children who, it is assumed, will gradually absorb enough English to be able to progress. The fact is, on the contrary, that most of these children lose forever the vital opportunities for conceptual and skill development afforded in the early stages of school life to children who are linguistically prepared for it. By the fourth or fifth year of school, when they are expected to gather more of their knowledge in all subjects, develop more of their literacy skills, and gain more of their understanding of the world (both physical and human) from words (in particular, from their own reading of printed words and their own oral or written responses), the language handicap reveals its true magnitude as a major factor in their lack of progress, discouragement, and dislike of school.

Even after the need for a TESL instructional program and TESL training has been recognized and accepted, however, time will necessarily elapse before plans can come to fruition, and even more time will pass before the desired results begin to appear. In the meantime, there is no moratorium on compulsory school attendance in the north, and the children will continue to be handicapped by an inadequate command of English.

The LEREC Concept

LEREC is proposed as a measure that can have an immediate effect on the children's language development by helping school children of all ages become more fluent in English during a summer recreation project. It is not a substitute for a comprehensive ESL program in northern schools. It is not conceived as a course of instruction at all. Rather, LEREC is a plan to make use of summer recreation programs in order to raise the standard of accurate and naturally fluent use of English by exploiting the opportunities for language use that are inherent in participatory activities.

LEREC will be taken only to communities that request a summer recreation program, which will be described in advance to the parents. Participation by the children will be entirely voluntary.

A few examples will serve to illustrate the LEREC approach. As far as the children are concerned, they may merely by playing a game of softball, for instance, whereas their leaders will be aware that they are demonstrating and using some pre-selected new verbs, or some prepositional phrases showing position, or certain structures involving causal relationships. During a rainy-day activity of mask-making and dramatization, the leaders may actually be demonstrating story sequence or tense differentiation and then eliciting the same from the children.

The activities will be partly structured, with planned group games and co-operative projects, and partly unstructured, to allow the leaders freedom to talk on a one-to-one basis with the children. In both types of activity the opportunities for direct association of speech and object or speech and action provide the most effective possible means of language learning: natural occasions for repetition of words and structures in real situations that necessitate speech.

Personnel for LEREC

LEREC proposes to take advantage of the fact that every year large numbers of university students are anxious to find interesting work during the summer. In 1970 and 1971 the federal government provided funds to pay modest salaries to university students for jobs of value to local communities. It is this type of summer work that LEREC proposes for as many as 100-150 students, who will become the recreation leaders. They will receive intensive training in the use of the LEREC program before going north.

Enough recreation leaders should be sent to a participating community so that the children can be separated into groups for activities suited to their ages and interests. Even for a small community three recreation leaders are needed. In some places they may receive invitations to board with residents; in others they may be permitted to set up their living quarters, camp-style, in the school.

The recreation leaders will be expected to follow the prepared LEREC program insofar as weather and local circumstances permit, because LEREC is an experimental TESL program. As such, it requires testing during at least two summers and redevelopment on the basis of experience. The recreation leaders will be expected to keep daily journals to provide feedback for redevelopment.

In addition to the recreation leaders actually engaged in carrying out the programs at least two other university students should be employed to travel to various communities for filming and recording some of the activities. Their films and tapes will be of great value in redevelopment and in the intensive training courses for subsequent summers.

OBJECTIVES

The first objective of LEREC is the recreational goal of active enjoyment. The special objective that distinguishes LEREC from any other recreational program is the development of increasing accuracy and confidence in speaking English and understanding spoken English.

A course in English as a second language (ESL) in school would have to deal with all kinds of structural patterns in English and with correctness as well as accuracy. During six weeks or two months, with children of mixed ages and language abilities, LEREC cannot hope to include all kinds of English structures; it must select and concentrate effort on structures with which northern children have difficulty yet which are essential to their learning progress in school. Furthermore, since its first objective is enjoyable recreation, LEREC should not have a negative emphasis of correcting mistakes but should maintain a positive drive towards increasing accuracy of comprehension and expression.

The study of a few examples taken from actual conversations with northern Indian young people may help to clarify this distinction between correct and accurate, to show why the ability to use language accurately is essential for education, and also to indicate the language areas on which LEREC should concentrate in order to give the greatest benefit to northern school children.

(1) When an Indian child says, "I want one of them oranges", his use of them is not correct. A teacher would not be justified in deliberately teaching that form to his pupils, no matter how commonly it may be heard. At least under certain circumstances in the classroom, he would even feel obliged to correct that adjectival use of them, for it will not help ESL learners to become accepted as "educated" by Standard English speakers nor will it help the ESL learner get good marks in written English exercises or tests.

However, the use of them in the example does not destroy the accuracy of the sentence as an expression of fact. The meaning is just as clear as if the speaker had said those. The adjectival use of them in other similar situations will not interfere with the speaker's learning of any subject at school. Therefore, the usage need not cause much worry from an educational point of view.

(2) On the other hand, the following statement made by an Indian child from the north in his third year of school in Prince Albert should cause a great deal of worry from an educational point of view. When the boy met a visitor in his school unexpectedly, he remembered that she was the one who, two and a half years previously, had gone regularly to his class to tell stories, using picture books as visual aids. He pointed excitedly at her and said, "You read us!", pronouncing the verb /riyd/, not /red/. He meant, "You used to read to us" or,

better yet, "You used to tell us stories." His sentence was inaccurate and indicated serious structural weakness in handling English tense. A language deficiency of this nature will handicap the speaker in his educational development; he will not be able to express time distinctions, and he will probably not even appreciate time distinctions, in reading as well as in speech. Therefore, his comprehension of any reading he attempts and any explanations he listens to, in any subject, will almost certainly be distorted or vague.

In addition to misusing the tense, the speaker handled the indirect object badly. That structural error may be of minor importance, but it may indicate a confusion between direct and indirect objects that can hamper comprehension of the more complicated reading materials with which children are faced as they progress through the Division II stage.

Whether the boy's choice of the word read instead of tell indicated a lexical weakness is open to question; he may simply not have remembered the original situation well. Nevertheless, the use of an inaccurate word is typical in that children with language deficiencies cannot grasp the distinctions of meaning that other children and adults make and understand without effort.

(3) An effect of inaccuracy is shown in the following actual, but very typical, conversation that took place between an English-speaking adult and a grade 10 Indian student in a car travelling north from Prince Albert to Ile-a-la-Crosse. It went like this:

Adult: (casually) Where do you go to school?
Student: Ile-a-la-Crosse.
Adult: (surprised) You mean you go to school in Ile-a-la-Crosse now?
Student: No.
Adult: Do you go to school in Prince Albert now?
Student: Yes.
Adult: Which school do you go to in Prince Albert?
Student: P.A.C.I.
Adult: And you went to school in Ile-a-la-Crosse when you were a small boy?
Student: Yes.

That student, who had been taught in English for at least ten years, knew enough English to recognize important words like Where and school, but he had not learned to recognize the time-meaning embodied in a verb-phrase, unless it was accompanied by a time-word. The initial confusion stemmed either from his uncertainty about the significance of the tense in the first question or from an ear untrained to hear sounds that signal time distinctions in English, or possibly both. A native-speaker of English, or an ESL speaker who has learned English well, automatically comprehends the tense significance or, if he has not heard clearly, will respond with his own question asking for clarification. The fact that this student did not appreciate the significance of the tense probably indicates that no one ever thought it necessary or worthwhile to demonstrate the oral use of English tenses to him.

The result even in social conversations is often sad, for few English-speakers understand the problem, but the implications are more serious for children's education. A lack of appreciation of tense significance affects adversely their oral and reading comprehension as well as their ability to respond successfully in any class or in their homework. Misinterpretation on tests and examinations is common.

(4) Prolonged questioning to elicit accurate answers is frequently necessary, not only for the sake of the questioner. The next sequence shows the probing needed to help a student make accurate statements of generalization and particularization, which are important in the development of logical thinking. This conversation was with a young Indian girl who had a high school background, a student at Saskatchewan NewStart.

Student: I don't like the boys in my group.
Friend: Really? Don't you like any of them?
Student: Oh, yeah. Some are all right.
Friend: Which ones don't you like?
Student: I don't like Johnny and Freddie. They're always fooling around.
Friend: How about Peter?
Student: Peter's all right. He's nice.
Friend: And Tim? And Bill? (etc., etc.)
Student: They're all right. But I can't stand Johnny and Freddie.

It turned out that she did not like about 10% of the boys in her group, yet her initial statement indicated the generalization that she did not like any of them. A questioner must be persistent to lead the speaker to an understanding of his own feelings. The fact in this case is that the student may very well not have thought of this situation accurately because she had never gained facility in using the generalizing and particularizing words and patterns of English. (She rarely used her Indian language). She may really have believed what she said because she did not have the language to express finer distinctions.

These four examples show the type of ESL language problem to which LEREC should address itself. The fundamental language objective should be to increase the participants' accuracy in comprehending and expressing meaning in spoken English, because it is their educational language. For this reason, and because a short summer recreation program for children of all ages cannot hope to provide a thorough and sequential course of language instruction, LEREC should concentrate on the following areas of known difficulty:

(a) accurate vocabulary use including, specifically, words to express one's own feelings;
(b) accurate tense use, with appropriate time expressions;
(c) accurate use of determiners, such as the articles, some, all, etc.;
(d) accurate use of prepositions;
(e) accurate use of pronoun gender;
(f) accurate identifying, descriptive and specifying patterns;
(g) accurate use of some clausal relationships, especially cause-and-effect, condition, purpose and time relationships;
(h) accurate modal distinctions;
(i) accurate and specific questioning and answering.

The program that follows will indicate specifically the words and structural patterns, needed for the proposed recreational activities, that will promote improved accuracy in these language areas.

The fundamental language objective of increasing the participants' accuracy in comprehending and expressing meaning in English can be achieved because of the nature of LEREC: the activities in which the children participate demonstrate the meaning of the language they hear; they themselves act out the meaning of the language when they play the games. The same activities provide both opportunity and necessity for using that language, and of using it repeatedly, thus giving excellent practice without any semblance of formal drilling.

It is for the recreation leader to know how to exploit these opportunities to help the children achieve the objective of a more accurate use of English. The program that follows will give some indication of the necessary content of the intensive training course for these leaders, and some suggestions for ways of implementing the training.

EVALUATION

It will not be possible to measure how much is achieved in a LEREC recreation program. There will be no language tests at the beginning or end of the recreation program; language testing would defeat the prime objective of enjoyable recreation. The only ways of evaluating success or lack of success will subjective. The recreation leaders themselves will make certain judgements about noticeable development in oral English use; other observers, such as parents, may volunteer opinions; a few children may be able to express their own feelings about their confidence in using English. If enough video-taping and recording are done, these audio-visual records may provide some definite evaluative information. Most important will be the judgement of the school teachers who will re-appear in the community in September. One hopes, after a LEREC summer, that the teachers will notice (a) a lack of the English-language loss which is a common phenomenon observed after a summer away form school, and (b) a positive gain in the accurate use of English structure and vocabulary, as well as greater confidence in speaking English.

However, the true extent of LEREC's effect may possibly be found only in behavior that is less demonstrably the outcome of a recreation program, such as: improved reading skills, because the printed words and sentences have more meaning for the children; a more active participation in their own education, because they are less limited linguistically; a greater general interest in school and in learning because they can understand better what they hear and read.

16a

LEREC: The Arrangement of the Program

Sample Recreation Program: Activities for Three Age-Groups

Type of Activity	TOTTERS (approx. 4-6)	MIDDERS (approx. 7-10)	TEENERS (approx. 11-14)
Major team games	---------------	Softball	Softball Volleyball
Minor outdoor games	What Time Is It, Mr. Wolf? Blind Man's Buff	Hopscotch Hide and Seek	Horseshoes
Indoor games and play	Small Wheeled Toys Construction Sets Sand box and water tub Imaginative play Hide the Lollipop	Jig-saw Puzzles Construction Sets	Table Tennis
Crafts	Weaving	Making a Mask Other Creative Work	Tie-Dyeing Other Creative Work
Picnic Activities	Games, as above; tag Songs	Treasure hunt Nature walk Relays and races Songs	Treasure hunt Nature walk Relays and races Songs
Other Activities	Stories, with puppets	Swimming Stories, with puppets	Swimming Dancing Dramatic Skits

THE SAMPLE RECREATION PROGRAM

Selection of Activities

The chart on page 17 showing activities selected for the LEPEC program is entitled "Sample Recreational Program" because the listed activities are representative rather than prescriptive. It would be self-deception to imagine that any formal, detailed list of specific activities for each day would necessarily be followed anywhere, much less in many communities all over the north.

First, each community has different physical facilities, which necessarily limit what can be done. A detailed recreation program written to fit the lowest common denominator of facilities would deprive a better-equipped community of the very activities it had prepared itself to enjoy.

Furthermore, any forced recreation program ceases to be recreation. The participants in a voluntary community recreation program cannot be required to engage in any activity they do not like, or one in which they do not wish to engage on a particular day. If the children in Community X wish to play nothing but softball, that is what they will play, if they play anything. A recreation leader may try to introduce other activities, but they may or may not "catch on"; an activity which he tries to introduce throughout the summer may "catch on" only in the last week of the program. Indeed, if a recreation leader tried to insist in some communities that the children do only what he proposed according to some preordained program, he might well see his target group evaporate altogether.

This essential difference between LEREC and a course of instruction in a school setting must be understood.

The effect of this unpredictability is that LEREC recreation leaders cannot be given a definite, daily recreation program for the summer. They will be able to carry out only whatever recreational activities any particular community is equipped for and is willing to participate in. A LEREC leader may use all or any of the activities listed in the "Sample Recreation Program", substitute others, and add different ones, according to the desires of the participants and the facilities of the community. The written LEREC program will show him how to use certain language items in the listed activities, and his training will instruct him how to use language similarly in other activities.

In the "Sample Recreation Program" an attempt has been made to select a variety of types of activities, such as team games, indoor and outdoor games, quiet and active games, crafts, and imaginative play, in order to compose a balanced program. In as many cases as possible, activities were selected because they are known to be popular with many northern school children. Some activities were included especially because they are known to appeal to girls. Another factor in selection was the probable availability of equipment, at least in many communities. In addition, certain games were chosen because they will probably be played often after the recreation program is finished, and thus the language learned will be continually used and re-inforced.

Age-Groups

Three age-groups are proposed in the "Sample Recreation Program". The aim is to satisfy the needs of children at different stages of personal and social development. The age limits suggested are only approximate and should be loosely interpreted to suit local circumstances. The youngest group is for pre-school children and school-beginners, who are probably not much interested yet in co-operative team games; the middle group is for elementary school children, who are capable of following more complicated rules and who probably want to start playing a popular team game; and the oldest group is for those who may be acquiring more mature skills and interests. Like the activities themselves, the names "Totters", "Midders", and "Teeners" are not intended to be prescriptive; however, a recreation program should have flair, and some kind of distinctive nomenclature for the groups is preferable to a lifeless "Group A, Group B, Group C" designation.

Within the limits of their physical strength the children from one age-group may play a game listed for another age-group, if they ask to do so. For example, anyone may like to play with a construction set; much depends on the construction set's degree of complication. Some Totters may want to imitate or join their Midder friends who are playing Hopscotch. Midders may want to work at weaving; in fact, they will probably be able to produce a woven article more capably than the Totters and should be encouraged to create more complex patterns. On the other hand, Totters would not have the strength to pitch horseshoes along with the Teeners. They might, however, play a modified pitching game, throwing rubber jar rings over bottles from a short distance, if they showed interest in the Teeners' game.

LANGUAGE USE IN LEREC

Language Levels

There is no guarantee whatever that it will be the youngest children who know the least English and the oldest ones who know the most. Even within one community there may be pre-school children who use a form of English in the home along with teen-agers who have progressed through years of school without learning to communicate fluently and accurately in English sentences. A recreation leader must be prepared to deal with any degree of English language knowledge or deficiency, as he finds it.

The written LEREC program that follows assists the recreation leaders in choosing suitable language for different groups and individuals by posing three levels of language ability. Language needed in the different activities can be expressed in different ways according to the appropriate level of ability in using oral English.

Language Level 1 is for beginners in learning English as a second language; Language Level 2 is an intermediate stage; Language Level 3 can be considered advanced. A brief descriptive outline follows:

LANGUAGE LEVEL 1 (Beginner):

Structural objectives: Kernel sentences*, plus their interrogative and negative transformations- for past, present, and future time, as well as commands and requests.

*Kernel sentences are here defined simply as "basic declarative sentences stripped of optional structures." (Dr. W. F. Marquardt, "Contrastive Analysis and the Teaching of English as a Second Language", in English Around the World, Scott, Foresman and Company, Glenview, Illinois, 1970).

Within the limitation of the kernel sentence, particular structural objectives are: patterns which identify things or people; patterns which describe; patterns indicating position, time, and instrument; patterns, involving determiners, that generalize or particularize.

Lexical objectives: Words to name the things that the children use and the actions they do in their recreational activities, including inter alia words of numeration, color, shape, size, perception, and liking.

Conversational objectives: Formulas for social participation; asking and answering questions, involving the structural and lexical items of this language level.

LANGUAGE LEVEL 2 (Intermediate):

Level 1, plus:

- -- sentences with additional descriptive phrases;
- -- a full range of tenses, as appropriate;
- -- clause answers to questions without necessarily combining main and subordinate clauses into a complete sentence;
- -- infinitive, participial, and gerund answers to questions without necessarily embodying the phrase in a complete sentence;
- -- modal distinctions;
- -- expanding vocabulary, especially including verbs to describe actions accurately.

LANGUAGE LEVEL 3 (Advanced):

Levels 1 and 2, plus:

- -- use of clauses and phrases in complete sentences to show conceptual relationships, including cause, condition, purpose, method, and reported speech;

-- verbs of cognition and feeling, used in complex sentences.

Illustrative Examples of Language Use at Different Levels

(a) Identifying and describing: (Which toy do you want?)

Level 1: ... the car / the red car.
I want the car. / I want the red car.

Level 2: ... the red car with the key.
I want the red car with the key.

Level 3: I want the red car that you can wind up with a key.

(b) Temporal sequence:

Level 1: First, hop into a square.
Then pick the stone up.

Level 2: (When will you pick the stone up?)
... after I hop into the square.

Level 3: After you hop into the square, you'll pick the stone up.
I'll pick the stone up after I hop into the square.

(c) Determiners:

Level 1: He didn't knock down any ten-pins.
He doesn't get any points.

Level 2: (Why doesn't he get any points?)
... because he didn't knock down any ten-pins.

Level 3: He doesn't get any points because he didn't knock down any ten-pins.
If he had knocked down all the ten-pins, he would have got 10 points.

(d) Conditions:

Level 1: You hopped on a line.
You lose your turn.

Level 2: (What happens if you hop on a line?)
... you lose your turn.

Level 3: If you hop on a line, you lose your turn
I'll lose my turn if I hop on that line.

(e) Conditions:

Level 1:	Don't put your glove between the ball and your eyes. You won't see the ball.
Level 2:	(What will happen if you put your glove between the ball and your eyes?) ... you won't see the ball.
Level 3:	If you put your glove between the ball and your eyes, you won't see the ball.

(f) Cause:

Level 1:	Brenda can't go on to square 5. She hasn't finished with square 4.
Level 2:	(Why can't Brenda go on to square 5?) ... because she hasn't finished with square 4.
Level 3:	Brenda can't go on to square 5 because she hasn't finished with square 4.

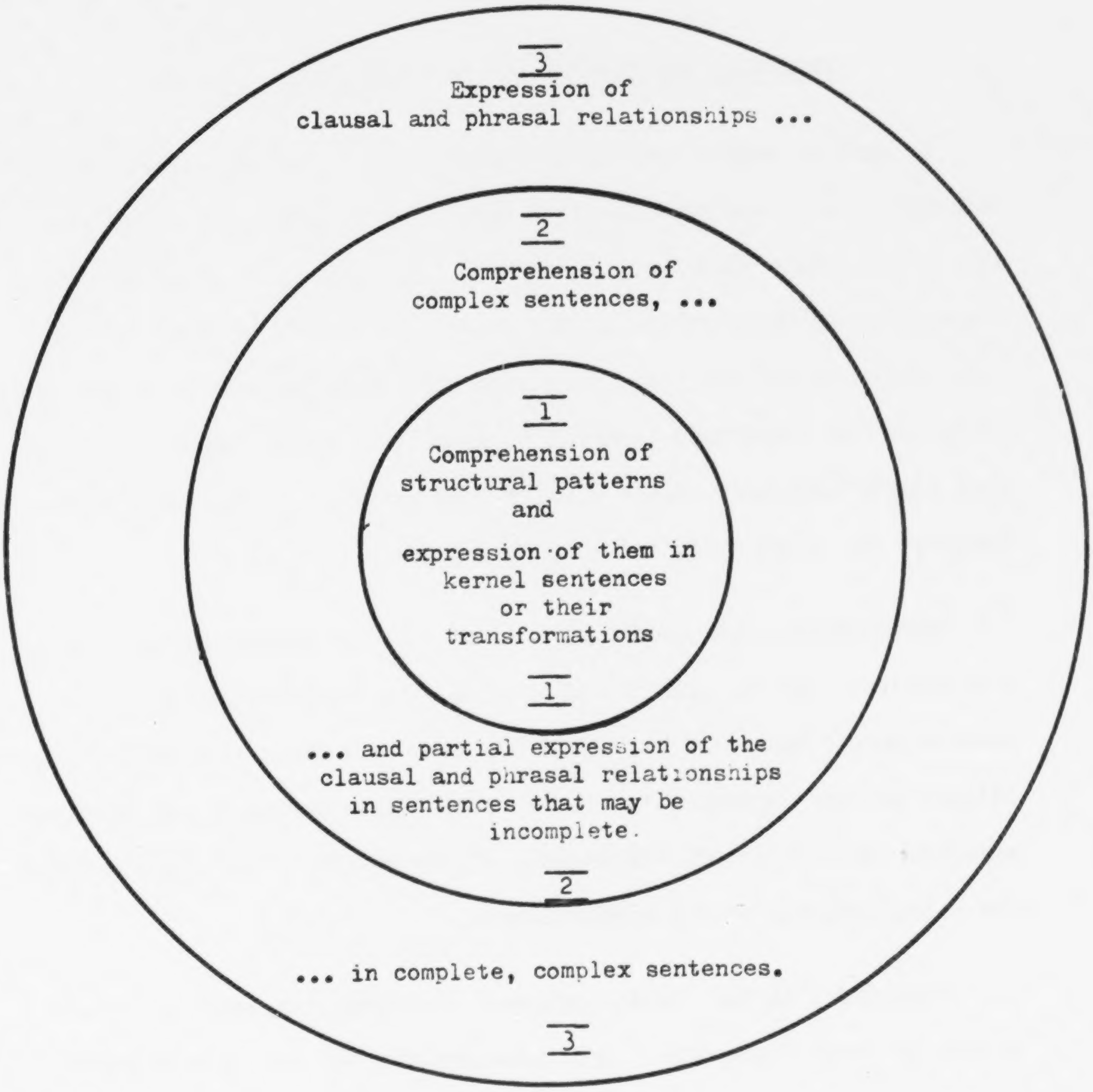
Practical Application of the Three Language Levels

It must be emphasized that Language Level 2 includes Level 1, and Language Level 3 includes Levels 1 and 2. Complicated sentences are made up of simple structural patterns. Furthermore, it would be both impossible and undesirable for the recreation leader to speak in complex sentences all the time, even with competent English speakers. Good techniques of playground leadership, as well as common sense, dictate that simple language, spoken directly and briefly, is the best kind of language for introducing and controlling games.

Nevertheless, any development of an activity beyond the most basic instructions, and any understanding of how to improve playing skills, involve more complicated explanations, with talk about reasons and conditions and the sequence of actions, etc. These explanations, practice sessions, and evaluatory discussions ("post mortems") are opportunities for using language at the higher levels.

Therefore, in the LEREC program, the "game language" is first stated in Level 1 patterns. Opportunities for the use of more complex patterns are noted separately afterwards.

The concept that a higher language level is not separate from a lower language level, but includes it, is illustrated on page 28 .


3
Expression of clausal and phrasal relationships ...
2
Comprehension of complex sentences, ...
1
Comprehension of structural patterns and expression of them in kernel sentences or their transformations
1
... and partial expression of the clausal and phrasal relationships in sentences that may be incomplete.
2
... in complete, complex sentences.
3

Cumulative Inclusiveness of the Three Language Levels

Language Level 1: A recreation leader will always begin an activity with Level 1 items. There is nothing condescending about this. Simple directions are usually the clearest. Since all LEREC language is to be demonstrated, the leader will be saving himself trouble by keeping his language simple. Moreover, it is pointless to use more complicated language than the children can respond to easily. A great deal of uncontrolled talk by the leader is not helpful to the children. The theory that children learn a language merely by being exposed to a great deal of it has been proved invalid again and again. The converse is true: the hearer "turns off" his attention when the flow of strange language is too great. A learner can profit only when there is something recognizable that occurs repeatedly and stands out from the flow of language because its meaning has been demonstrated.

At any rate, it will be remembered that the special objective of LEREC is accuracy, not quantity. There is no merit in an insistence on the clauses of Level 2 or 3 if the Level 1 patterns which contribute to those clauses are still used inaccurately. For instance, suppose a leader intervenes in a quarrel between two boys by asking, "Why are you two fighting again?", and the answer comes back, "... because he kick me." That is a conversation within the Level 2 range, but it is the Level

1 language that is inaccurate. It is a useless response, not because it offends against a rule that says "use -s with the third person singular", but because no one - perhaps not even the speaker - is sure whether the meaning is really "... because he's kicking me now", or "... because he always kicks me", or "... because he kicked me just then."

Many of the children, especially among the Totters, will need Level 1 language almost exclusively. This does not mean that it would be totally wrong for a recreation leader sometimes to use Level 2 or even Level 3 language in the presence of young children who require Level 1 practice. It may not be possible to avoid doing this, for children with differing abilities will probably be playing together. However, frequent use of Level 2 or Level 3 patterns with children who still lack a sound Level 1 foundation is not useful and may be counterproductive.

It is obvious that there is a very wide range of difficulty within Language Level 1. No five-year-old child who is an absolute beginner as an ESL learner, for instance, should be expected to say sentences like "I'm going to hide the lollipop between the bookcase and the wall," just because it is a Level 1 sentence. The recreation leader will still have to make sensible judgements about exactly what language to use with different individuals. An important part of his training course will be to learn some guiding principles for making these judgements.

On the other hand, because of the nature of LEREC, in which the meaning of every sentence is demonstrated, it will be possible for such an ESL beginner to take part in a game with children who can use Level 1 language with a high degree of fluency, and gain some linguistic benefit from his participation, just as a child can take part in family activities, acquiring an understanding of the meaning of his own mother tongue, long before he is able to compose and speak his own long sentences in that mother tongue.

Levels 2 and 3: Sometimes the boundaries between Language Levels 2 and 3 may appear blurred in practical use. Level 2 is, basically, a recognition of the fact that ESL learners may have reached the stage of being able to grasp the meaning of clausal and phrasal relationships while still experiencing difficulty in expressing the complete relationship in a long English sentence. Level 2 gives learners the chance of practising both comprehension and expression of these relationships in a shorter, more manageable form. Accepting these partial sentences as answers to questions is not compromising linguistic correctness. The truth is that even native speakers of English carry on much of their social conversation in this same elliptical style.

In fact, the Level 3 type of complete sentence is not always used in ordinary English conversation, although it is normal in the educational use of English, both in a teacher's speech and in books. Therefore, special devices, such as the substitution of an older child, who is ready for Level 3 practice, for the leader or referee, will be necessary to provide the opportunities for that child to develop his ability in English at the advanced Level 3.

THE "LEREC GRID"

The LEREC Grid on page 34 (sheets A, B, and C) illustrates the way in which LEREC's dual objectives are combined in order to match both the recreational activity and the language to the needs of individuals participating in the program.

The bottom sheet represents the prime objective of recreational enjoyment. It shows the basic division into three age groups of Totters, Midders, and Teeners, so that they can have recreational activities suitable for their interests.

Overlaid on the prime objective of recreational enjoyment is the special objective of increased accuracy in comprehending and expressing meaning in spoken English, represented by the middle sheet, which shows the three levels of ability in using oral English.

The result is represented by the LEREC Grid on the top sheet, which illustrates that language can be selected at any level of difficulty for each age group. Just as there may be a fourteen-year-old boy who needs to develop fluency in simple kernel sentences, and can do so while playing a game of softball suitable for his age (TE-1), so there may be an English-speaking six-year-old, wanting to participate in the fun, who can benefit from complex language patterns involving reasons and conditions (TO-3).

Grid references are used throughout the LEREC program to aid the recreation leaders in selecting language appropriate to the needs of the participants.

Language Level 3 (Advanced)	
Language Level 2 (Intermediate)	
Language Level 1 (Beginner)	

B. Levels of English-language ability

LEREC

Special objective:

- increased accuracy in comprehending and expressing meaning in spoken English.

LEREC

Prime objective:
-recreational enjoyment

A. Age groups for recreational interests

TOTTERS (4-6)	MIDDERS (7-10)	TEENERS (11-14)

C. The LEREC Grid

for matching both recreational activity
and language to the needs of participants

TO-3	M-3	TE-3
TO-2	M-2	TE-2
TO-1	M-1	TE-1

34a

LEREC: Methodology

METHODOLOGY

Brief Description of TESL Principles

It has been stated several times that LEREC is not an instructional course. The acronym TESL, therefore, standing for the _teaching_ of English as a second language, may be considered somewhat inappropriate. Nevertheless, LEREC is a means for _learning_ English as a second language, and it is based on recognized TESL principles that have been proved effective all over the world.

Although educators who are engaged in TESL may propound and support methods with different names, there is general agreement on the fundamental principle of teaching the language itself rather than teaching about the language. They further agree generally that the teaching of a second language should be _oral_, _direct_, _situational_ (or, at least, contextual), and _structural_. A brief description of the way these words are used in TESL follows.

(1) The primary language skills are listening and speaking. Reading and writing are secondary language skills. It is now ordinarily assumed that a person can learn to read and write any language better if he has an oral knowledge of that language first, so that he is not forced to try to learn meaning and grammar at the same time

he is learning to recognize the printed words. For children who must receive all their education in English, even though their mother tongue is a different language, the importance of a sound oral foundation in English before they are required to gain the skills of reading and writing cannot be overstated.

LEREC is entirely an oral program, designed to develop these primary language skills of listening and speaking with accurate comprehension and expression of the meaning.

(2) Most TESL experts support a direct approach to the teaching of English by exclusive or nearly exclusive use of English during actual instruction. That is, translation from the student's mother tongue or into his mother tongue has not been found an effective way of helping the student learn English. First, a word or phrase in one language often has a different denotation or connotation in the other language, and translation thus gives false information to the language student. Second, the use of translation slows down the development of automatic language habits in English, for the student thinks indirectly, through the translation, rather than directly in the new language.

LEREC uses a direct approach to the learning of English, without any use of translation.

(3) A situational approach has already been referred to several times in the explanation of the LEREC concept. Any object, person, action, activity, or relationship that causes certain language to be used may be described as the situation of the language; it constitutes the meaning of the language that is used. In good language teaching, realistic situations are devised so that the learners can understand through their own experience the meaning of the language items being taught. It is the situational approach that permits comprehension of an unfamiliar utterance without translation. A further benefit is that when language is learned situationally there is more likelihood that the learner will imitate the speech he hears with natural pronunciation, rhythm, and intonation than if he were trying to learn from books or through translations.

LEREC has the added advantage that the situations are more than realistic; they are real.

(4) Any language is so complex that mastering it is extremely difficult unless there is some scheme of organizing it for effective learning. Most TESL experts today support a structural approach as a means of organizing the English language for learners. A short and admittedly oversimplified explanation follows.

An understanding of English structural patterns begins with an understanding of two types of English words: structure words and content words. Content words are those in which lexical meaning predominates and structure words are those in which grammatical meaning predominates. Content words -- like *car* and *hippopotamus* and *jump* and *ten* and *red*, for example -- can, if desired, be learned in isolation, whereas structure words -- like *the* and *in* and *when* and *but* -- cannot be learned separately because they show grammatical meaning and relationships. For instance, in the sentence "The man has been sleeping", the content words are *man* and *sleep*, which has an -*ing* ending here. The other words are there mainly to signal certain grammatical specifications and relationships.

In English speech, structure words are spoken in certain arrangements, called *patterns*, in which content words can be substituted at certain points. The same structural pattern that produced *The man has been sleeping*, for instance, forms many other statements: *The cat has been playing* / *The fire has been burning* / *The rain has been falling*, and so on. Here are some very simple examples:

(a) an identifying, or labelling, pattern: *It's a (   )*, with content words substituted thus: It's a *house* / It's a *bear* / It's a *lake* / It's a *snowmobile*, etc.

(b) a descriptive pattern: *It's (   )*, with content words substituted thus: It's *white* / It's *big* / It's *beautiful* / It's *powerful*, etc.

(c) a different descriptive pattern: The ( ) is ( ), with content words substituted at two points thus: The house is white / The bear is big / The lake is beautiful / The snowmobile is powerful, etc.

The number of content words is infinite, but the number of structure words is limited, and their various arrangements into structural patterns can be listed and described. It is then possible to select the structures most necessary for communication in English, grade them according to difficulty or dependence on previous knowledge or the special needs of the particular learners, and thus arrange a systematic program of objectives in the learning of English.

As will be seen in the next section, it is at this point that LEREC differs from TESL instructional courses; in a community recreation program the structural patterns cannot be presented in strictly graded sequence.

The Adaptation of TESL Methods in LEREC

To a large extent, the practicability of LEREC depends on the concept that the meaning of English utterances is made clear by the actions which the children see and do. Furthermore, this situational approach is also a means whereby the children actually learn English, for they will begin to comprehend automatically the language that they hear repeatedly in association with certain situations, and they will probably begin to produce, by imitation, some of that language themselves in similar situations.

However, even the powerful weapon of situational demonstration cannot overcome the problem of too much, too diverse language, only a little of which will "rub off" on the children. That is, even though the children may be able to participate without experiencing difficulty in understanding many totally different kinds of sentences spoken during a game, they will not gain many productive automatic language habits beyond some vocabulary and frequently used formulas unless there is some deliberate plan of highlighting patterns so that the children will notice them repeatedly in the flow of speech and will have opportunities of using them often.

TESL instructional courses for schools do this by selecting structural patterns for presentation and practice, one at a time, and arranging these in a carefully graded sequence so that only one new item is added each time and so that automatic language habits are developed through constant use and revision.

LEREC is planned for circumstances which preclude such a sequenced arrangement and presentation. Given the conditions already mentioned -- namely, the unpredictability of recreational activities chosen in different communities because of differing taste and facilities; the varying degrees of knowledge of English among the individual children who participate in a recreation program; and the extensive language demands of certain games, such as softball, that may be popular, LEREC must find another method of selecting and presenting structural patterns in an effective way.

Therefore, LEREC adds to the situational dimension the distinctive method of predetermined emphasis, which serves as a way of intensifying the value of the language used in the activities in order to provide an optimum learning opportunity, just as a magnifying glass so concentrates the sun's rays that ignition of combustible material can take place.

There are two stages at which predetermined emphasis is applied in LEREC First, in the program the description of each activity pinpoints certain patterns, useful for achieving the linguistic objectives, that can receive emphasis through repetition because of the very nature of that activity. Second, the LEREC recreation leaders will learn, in their intensive training, certain techniques of planning for a daily emphasis, or highlighting, of particular patterns. For example, a leader who has observed that the children describe spatial relationships vaguely or inaccurately and would benefit from an emphasis on prepositional phrases, may plan a "Where Day", during which the activities throughout the whole day would necessitate sentences about the position of things and people. Other techniques for the recreation leader's use of predetermined emphasis will be described later in the section on "Planning the Daily Program."

Models of Simple Level 1 Pattern-Sequencing for Use with Individuals

It was shown in the previous section that the circumstances for which LEREC is intended preclude the presentation of structural patterns in a strictly graded sequence. Therefore, the principle of predetermined emphasis has been used for most of the activities in the LEREC program to show what structures can be practised. The effect is that, ordinarily, the recreation leader will simply take note of these particular structures and try to use them as often as possible during that activity. He will not have to think in detail about exactly what patterns were learned before and what the next structural step must be; in fact, he cannot think in those terms because the activities are meant for a whole group of children who have differing backgrounds and abilities in using English.

However, the LEREC program does include one model for each age-group of a step-by-step graded sequence of simple Level 1 patterns. In each case, this model is planned for use with an activity in which the leader can talk quietly with one individual at a time and therefore can gear his talk to each individual's knowledge of English. For instance, the model for the Totters is planned for use during their play with small wheeled toys, a session which they will probably be happy to have almost every day. During that time the leader can have conversations with each child about the toys, using all the listed patterns of which that child is capable, beginning with the simplest. A pattern-sequence has been prepared for the Midders' jig-saw puzzle activity, and one relating to crafts, or "making things" has been prepared for the Teeners. A recreation leader may, of course, choose to use any of these activities with a different age-group.

There are two main reasons for including these models of step-by-step pattern-sequencing. First, in group play there will probably always be individuals who participate in the activity with a minimum of speech, especially speech in English. A child may, in fact, be following instructions more by imitating what he sees other children do than by paying attention to the language. He may be shy about trying to speak in English because he is afraid of making mistakes. The recreation leader may not even be able to assess that youngster's knowledge of English because he never hears him say anything. Only by regular opportunities to talk with that child by himself, following a planned sequence, will the leader be able to judge that child's capabilities, pin-point his language needs, and give him the practice he really needs.

Second, a recreation leader who has taken only a short training course cannot be expected to have expert skill in the techniques of second-language teaching. He may never even have thought about the structure of English before. A model graded sequence of simple Level 1 patterns, which he can use almost every day in a certain activity, will act as a basic programming guide. It will help him understand the idea of English structural patterns and substitutions. It can also serve as a model for him to follow in sequencing the patterns of other structures, if he tries to apply the same kind of controlled talk with individuals to other activities.

The models show each language objective, the recreation leader's preparatory talk, the questions or commands he will use, and the child's possible, acceptable responses.

The first model (for the Totters) develops structures of labelling and describing things; it leads up to patterns enabling the children to make simple generalizing and classifying statements. The second model (for the Midders) is built around the concept of spatial relationships, as expressed in prepositional phrases. The third model (for the Teeners) gives practice in expressing temporal relationships through past, present, and future time expressions and verb patterns in several different tenses.

Study of these models and practice in their use will be an important part of the training of the recreation leaders. They will learn, for instance, that any pattern which occurs early in the model can and should be used at later stages also, to give a cumulative effect, for the learning of any language item does not take place after one hearing or even after one successful response. Learning occurs when a child has so many opportunities to hear and use the words and patterns that his listening and speaking responses become automatic language habits.

The recreation leaders' manner and talk will be informal, as if the conversation is really part of the play. If a child senses that he is being interrogated, the activity will cease to be fun, and he may even withdraw into silence. If a child does not respond in complete sentences, the leader will not try to force a complete sentence from him. Instead, he will continue to speak the full sentence pattern himself and show pleasure when the child does say the whole sentence. Praise is, in fact, a very important means of helping the children to learn during these conversations.

Occasionally, a recreation leader can ask some of the Teeners to help him in supervising the play of the Totters or Midders. He can ask the Teeners to listen to him talking with the Totters, using these simple patterns; then the Teeners can play and talk with the little ones in the same way. Not only would the Teeners be improving their own fluency and accuracy in English, but they would be learning about how to play with little children to help them develop language skills and mental concepts during the vital years of early childhood. The effect on their own children in the not-too-distant future might be remarkable.

Standard Formulas

Some English phrases are used very often in recreational activities, yet for one reason or another do not require structural practice. The familiar words for starting a race, "On your mark, get set, go!", are a case in point. The phrase is used often in different activities, but it does not constitute a pattern in which different content words may be substituted for different situations. It is a unique, conventional phrase. In addition, from a somewhat different point of view, certain sentences which can later on receive attention as patterns to be practised with substitutions may originally be treated as single items, known as standard formulas.

Some other examples of standard formulas are: commands, such as "Make a circle", "Stand in two lines", "Do it like this", "Face this way"; language for choosing persons or sides, such as "Let's toss a coin", "Heads or tails", "O-U-T spells OUT"; language for organizing activities, such as "Whose turn is it?"; language about the score, such as "It's 4 to 2 in favour of Bill."

Language of this nature is not listed for every activity in the LEREC program, for that would be needlessly repetitious. Instead, it is listed separately under "Standard Formulas", and learning to use these formulas to best advantage will be part of the recreation leader's training.

Using formulas effectively involves three basic techniques:

1. With beginners, the leader always expresses the same meaning in the same language; that is, he does not vary his phraseology according to temporary whim. For instance, a recreation leader could say, "Stand here, Johnny" or sometimes "Johnny, please stand here", or "I want you to stand here, Johnny", or "I'd like you to stand here, Johnny", and so on. To an English-speaker these sentences all have approximately the same meaning, but to one who does not know English they are all different utterances. Therefore, a leader at first controls his own use of English by using a standard formula without variation, preferably a simple one, such as, "Stand here, Johnny."

2. At first, whenever the leader uses a formula, he demonstrates the meaning. For instance, for a few days at the beginning of the recreation program, a leader may have to illustrate his instructions, "Make a circle. Join hands.", by taking some of the Totters by the hand and leading them into the circular formation.

3. However, after several days of saying the formula in the same way each time and demonstrating the meaning each time, the leader will refrain from demonstrating, using speech only, unless he observes that the speech is not yet understood. Stopping the demonstration is just as important as the original use of the demonstration. If gesturing

accompanies speech indefinitely, the children may become expert users of sign-language, but they are likely to remain dependent on visual rather than oral signals, and the special objective of LEREC is to increase fluency and accuracy in spoken English.

A further observation about standard formulas is that although their value as expressions of meaning does not diminish, a leader will not have to rely solely on the formulas as the children gain an increased command of English. Even with English-speakers, for instance, the shouted formula, "Look this way!", may still be the most effective means of conveying an important message across the softball diamond. At other times, however, a leader may deliberately choose to give structural practice to the more advanced ESL learners by using throughout a whole game sentences such as, "You must catch it like this", "You must hold it like this", "You must throw it like this", etc., or "First you have to make two lines", "Then you have to face each other", "Next you have to join hands", etc. In that case, the leader is no longer restricting himself to standard formulas; he is helping the children master the use of modals in complete sentences by giving structural practice, with substitutions of content words, through predetermined emphasis.

If the formulas were originally well learned through demonstration and frequent use, there will be little difficulty in later learning to embody those phrases in any structural pattern that has been selected for practice. In fact, they make a good starting point for any new practice of tenses or sentence patterns because their meaning is already known.

The most important aim in using standard formulas is to help the children understand immediately the meaning of frequently used phrases, and quickly to begin to recognize them every time the leader uses them. In other words, the most important aim of using standard formulas is to develop the children's receptive mastery of these common phrases. A by-product is that even ESL beginners often start to imitate those phrases with a very natural rhythm and intonation, in correct situations. That is, they may gain productive mastery as well. Certain formulas, such as "Ready or not, I'm coming", and "Count by 5's to 200", are intended to be learned and spoken by the children in their play. Older children will also get the opportunity to speak the formulas themselves when they are put in charge of a game, taking the place of the leader.

"Extended Formulas"

Several types of situation will probably recur so often that a standard way of dealing with them will be useful to both the recreation leader and the children. In a sense, these standardized routines may be regarded as "extended formulas", though by necessity the actual words used will change according to the particular situation.

In the section on "Language Objectives" the point was made that a questioner often has to be persistent in asking questions in order to find out the real meaning of what a person, who is not proficient in using English accurately, is really trying to say in English. If the recreation leader is aware of the problem and if he regularly uses a standard form, the children may gradually be led to grasp the need for choosing accurate words, tenses, or patterns. They will also be confronted with the differences in language usage that express distinctive meanings. Furthermore, they will learn how to ask their own probing questions when they are not sure of another speaker's intended meaning.

It is important in any questioning of this nature not to antagonize the original speaker or to make him feel wrong or inadequate, for if that were the case, his natural tendency might be to withdraw into silence. Sarcastic remarks such as, "That doesn't tell me anything", or "I don't know anything more now than before", should be avoided. A standardized dialogue that everybody can recognize and use should help to reduce the possibility of stress or irritation.

Here are some examples.

a. Discovering the specific meaning from a vague initial response:

Leader:	Where's Sally?
Child:	Over there.
Leader:	Where's "there"?
Child:	By the school.
Leader:	Where "by the school"?
Child:	On the steps.
Leader:	Oh, she's on the steps of the school. Thank you.

The basis of this standardized routine is to persist with the question word and the child's own vague answers, thus building up an answer that gives useful, specific information. The leader then puts the information together in a complete sentence and thanks the child for the information, in this way signifying that a full, accurate response deserves appreciation.

b. Examining the possibilities.

Teachers in northern schools report that one of the common vague responses, especially among teen-agers, is "I don't know." In some instances the young person who responds in that way may not have learned how to examine the possibilities and come to a decision. The recreation leader can help him.

Leader: What would you like to do tomorrow?

Child: I don't know.

Leader: What are some things that we could do?

Child: Play softball.

Leader: Anything else?

Child: Play volleyball or table tennis.

Leader: Anything else?

Child: Work on the playhouse for the little kids.

Leader: Well, what would you like to do?

Child: Let's finish the playhouse first. Then we can play softball.

c. Discovering the true meaning from an inaccurate statement:

Child: Billy pull my hair.

Leader: Do you mean Billy is pulling your hair now?

Child: No. Not now.

Leader: Do you mean Billy pulls your hair all the time, every day?

Child: No. Not every day.

Leader: Do you mean Billy pulled your hair a moment ago?

Child: Yes. He pulled it hard.

The basis of this probing routine is the formula-question, "Do you mean...", and the particular technique that helps a child notice the exact meaning is to combine each clearly spoken tense with the stressed time word or phrase. After this kind of questioning, the leader must still work at solving the behavior problem, but at least he has brought himself and the child to a more accurate understanding of what actually happened, and that is a necessary stage in any problem-solving.

d. Planning for what the children will need to say.

LEREC is based on a situational approach, but sometimes a future situation, which cannot be seen or otherwise experienced at the moment, needs to be planned. If a "Let's pretend" routine becomes familiar, the recreation leader and the children can quickly shift into imaginary roles to plan what they will say at a later time.

For instance, during the daily "Today and Tomorrow" session, the children may agree that they would like to prepare tin cans for use in playing Ten-pins. They find that they need used tin cans, a bit of paint, and some paint brushes. Different children say that they can bring certain things from home.

Leader: (Good. But you must ask your parents first.)

What will you say? Let's pretend.

Pretend to be my father, Billy.

Son -- Pa, do you have an old paint brush?

Father -Yes, I have.

Son -- May I use it?

What will my father ask?

Father -What do you want it for?

Son -- For painting tin cans.

What else will he ask?

Father -How long do you want it for?

Son -- Just tomorrow afternoon.

Father -O.K. But bring it back.

(Good. Let's try again.)

Pretend to be the mother, Sally. Ask her for old tin cans, Johnny.

What will you say?

etc.

When the children become habituated to the "Let's pretend" routine, it will be easy for them to slip into role-playing whenever it is appropriate, and role-playing provides many opportunities for the children to practise language items that only the recreation leader normally has occasion to use.

e. Dealing with indistinct speech.

Another common problem is that some children do not speak loudly enough to be heard. They may have formed the habit of soft, indistinct speech through fear of rebuff or fear of expressing themselves wrongly in English. In addition, loud speech is ordinarily frowned on in the Indian culture.

The following "extended formula" is useful not only to the recreation leader but to the children, as a model for their own use when they have not understood clearly what someone has said to them.

Child:	(some indistinct speech)
Leader:	Pardon?
Child:	(still indistinct)
Leader:	Excuse me, please. I couldn't hear you.
Child:	I want (still indistinct)
Leader:	You want something? Try again, please.
Child:	... a jump-rope.
Leader:	Good. Now I can hear you. You want a jump-rope, don't you? Take a jump-rope from the box.

It is very important not to frighten a child into silence by an abrupt demand, such as, "Speak up! Don't mumble!"

Eliciting Speech

Because the special objective of LEREC is to increase fluency and accuracy in expressing meaning in English speech, as well as understanding meaning in spoken English, it is essential that LEREC participants actually do speak, in English, often.

A recreation program in itself cannot ensure that the children will speak very much. The recreation leader must learn in his training course how to elicit speech, and then he must strive constantly to get the children to talk. If he finds that he is the only one who speaks very much English, beyond the simple formulas absolutely necessary to the playing of a game, he will know that his group is falling short of LEREC's special objective.

The most obvious method of eliciting speech from another person is to ask questions, and question patterns abound throughout the LEREC models of pattern - sequences and examples of language for the activities. If a recreation leader actually succeeds in getting the children in his group to answer those questions accurately, he will have achieved a great deal ...

... but not enough. The ability to answer questions is only a partial fulfillment of the objective. In their school life the children should be able to do more than merely respond to someone else's stimulus;

they should be able to initiate their own comments and make their own requests. Above all, they must be able to ask their own questions. If they are not fluent in every kind of English question, they are seriously handicapped in every aspect of their studies and school life.

Eliciting other speech than merely the answers to the leaders' questions is not easy. It requires special techniques. Some suggestions follow:

1. Guessing

a. Section 8 of the first "Model for Pattern-Sequencing" (prepared for the Totters' play with small wheeled toys) demonstrates how to get a child to ask questions by making him guess what kind of toy is in the box. It is first necessary for the leader to "set the pattern", that is, to show by many examples in his own speech the kind of questions he can ask.

b. The guessing technique is an essential part of some other games. For example, in Blind Man's Buff, the Blind Man may ask three questions or give three commands in order to hear the other child's voice and thus guess his name. In Hide the Lollipop, the child who is "It" must ask guessing questions to help him find where the lollipop was hidden.

Again, the leader has to "set the pattern" first so that the child will know what kind of question to ask.

c. Any recreation leader working with any age-group can introduce the guessing technique informally. For instance, the Teeners' leader might say, "I've thought of what we can do with all those old boxes in the dump. Guess what we can do."

2. The "Let's pretend ..." routine described in the section entitled "Extended Formulas" confronts the children with a definite situation, well within the powers of their imagination, for which they must think up speech. The first children who act out a certain situation may need some suggestions from the group about what to say, but the next pair of children who try the same roles will already have heard those suggestions and may not require prompting at all. Several pairs of children can try playing the same roles, perhaps referring to different objects and using different personal names, but in fact asking and answering the same questions.

3. A child as "scorer". The recreation leader can appoint different children in turn to keep score and report the score regularly in a prescribed pattern. As this duty does not require complicated, original speech, even a shy young child can be given the job. It may indeed help

him to gain the confidence to speak up clearly in the presence of others.

4. A child as "helper".

a. Sometimes a child can be asked to act as "helper" for a game, under the supervision of the recreation leader. That is, after the children have learned to play a game, a child can be appointed to oversee one particular aspect and report on it regularly. For instance, in the Midders' game of Hopscotch one child (the linesman!) may have the duty of watching carefully to see that no player hops on a line. In relays the helper may have the job of seeing that everyone stands in place or that a ball is correctly passed to each person, not thrown.

It will of course be necessary for the recreation leader to make sure that a helper knows the language he should use in giving reports.

b. Teeners may sometimes help supervise the Totters' play, not as a required duty but because they may like to play with their younger brothers and sisters. As mentioned in the section describing play with small wheeled toys, the Teeners may be asked to listen to the recreation leader for a while as he plays and talks with the Totters, and then use the same kinds of questions in their play with the little children.

5. A child as "substitute leader".

The older Teeners who play certain games well can occasionally lead a small group in practice or even supervise a whole game for the younger children. For example, a good softball player can be asked to work with a small group of Midders in a throwing-and-catching practice. The recreation leader should set definite goals of skill improvement so that certain language must be used and thus practised.

If the younger children should ask to learn an activity that they had seen the older ones doing, there would be a golden opportunity for eliciting speech from one or more Teeners. A fluent Teener might actually explain the whole process to the Midders, with the help of the recreation leader, but even shy Teeners could participate in an interview-demonstration, in which the recreation leader would get them to show and tell what to do first, and next, and so on.

Planning the Daily Program

There are three distinct aspects in the planning of daily programs:

1. Planning by all the recreation leaders in one community for general youth activities and the group use of community facilities.
2. Planning by the children, assisted by a recreation leader, of what they would like to do and what they need for doing it.
3. Planning by individual recreation leaders of the activities, equipment, and language for his group.

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1. The first aspect needs little explanation. Because of the differing requirements of children in different age-groups, several recreation leaders are needed in each community. Unless they co-ordinate their plans, there may be confusion, and quarrels among the children or with the adults may ensue. For instance, decisions must be made about times for the Midders and Teeners to use the softball field when they will not interfere with an adult game. Also, a big picnic or a public variety night must be planned in consultation with the elders of the community.

At the beginning of the summer the recreation leaders should come to a general agreement with the elders of the community about suitable times for the recreational activities to take place. Then, both parents and children will have some idea of when to expect the games to start and finish.

2. Planning by the children is explicitly included in LEREC for several reasons. First, their full participation in a recreation program can be gained only if they like the activities. Second, the planning session can be an excellent opportunity for the recreation leaders and children to understand one another better. Third, it will allow the youngsters to take a responsible part in the programs by guiding them to see what materials they can collect, for instance, or what jobs they can do to help prepare for the activities. Fourth, group planning provides an occasion for the use of vocabulary and structural patterns useful for expressing likes, preferences, dislikes, thoughts, evaluations, and feelings -- that is, the language of self - expression, which is essential if children are to value themselves more and see themselves as important. There is often little opportunity for this type of talk and second-language development in the normal school curriculum, and many northern children suffer from a low self-concept.

This group planning is described in more detail in the section entitled "The 'Today and Tomorrow' Session".

3. The third, and heaviest, responsibility for planning the daily program falls on the individual recreation leader. He will have three major planning considerations: (a) the activities, (b) the equipment and materials, and (c) the language for the activities. Learning how to plan for a day's activities will be an important part of his training.

a. Activities. The recreation leader will be guided in the selection of activities partly by the preferences indicated by the children, partly by his own knowledge of new activities that he thinks the children may like to learn, and partly by circumstances beyond his control, such as the weather and available facilities. He will aim at including a variety of types of activity.

The number of activities for each day will probably vary with the age group. Older children can persevere with one activity much longer than young ones, and the Teeners may thus be satisfied with one or two activities in a day, depending on the time they have available for recreation. For instance, an afternoon craft session and an early evening volleyball game may be quite adequate for their needs. The Totters, on the other hand, will need frequent changes of activity, alternating between active group games and quiet play with toys or a story told with puppets.

The recreation leader will try to maintain a balance somewhere between one extreme of doing the same things every day and the other of having no routine whatever. Establishing a routine that includes meeting at an agreed time, a clean-up-and-pick-up time, and the "Today and Tomorrow" planning session saves repetitive explanations. Within the general framework of times, however, the arrangement of activities can be very flexible, and there should always be a willingness to change plans in favour of a spontaneous picnic or nature walk if a day brings some unexpectedly glorious weather.

The recreation leader will be guided in the scheduling of activities partly by his discussions with his colleagues about what other age-groups intend to do. He will also have to take into consideration the customs of the community. It often happens, for instance, that children in the north like to take advantage of the long summer evenings for recreation outside and then sleep late in the morning.

b. Equipment and materials. The recreation leader will have to plan to have necessary materials ready for an activity. That does not mean that he should prepare everything himself, for in so doing he would be depriving the youngsters of important experience and of more good opportunities for language practice. It does mean, however, that he must foresee what materials must be prepared or collected and allot time for doing that before the activity itself begins. For instance, if the children are going to weave some grass mats on a certain day, he should plan a grass-gathering expedition to the lakeside where the tall grass grows before that time.

c. Language. The recreation leader will plan the language for each day's activities on the basis of these three general objectives:

(1) Vocabulary: to extend the children's English vocabulary so that the words they can use are increasingly more precise and accurate.

(2) Structure: to increase the children's competency in oral English by stressing one or more structural patterns.

(3) Self-concept: to provide opportunities for the children to use these words and patterns in talk about themselves and their own thoughts and feelings.

(1) Vocabulary. Essential and useful vocabulary is listed for each of the activities in LEREC. Recreation leaders will plan their use of the words so that they ordinarily use the essential words and introduce more precise words only when the children have no difficulty using the basic vocabulary. For example, an essential question for an incident that may happen in any activity is "Did you get hurt?" As the children mature in years and English-language ability,

however, more specific words like scratched, bruised, cut, etc., can and should be used.

(2) Structure. It is probably this second general objective that will challenge the recreation leader the most. He will plan the use of structural patterns each day by referring to the section called "Language for the LEREC Activities" and by further applying the principle of predetermined emphasis.

Example. The recreation leader in charge of the Totters may decide that one of the group games for the day will be Blind Man's Buff. He will first take note of the words that are necessary for playing the game and think out how he can use many of those words ahead of time in his informal talk with the children so that they will understand the meaning when the words are used in the game itself. Then he will note that the structural emphasis listed for that game is "alternative" questions about the children. He will think out many examples of alternative questions that he can use in his demonstration, to "set the pattern" for the children.

He will then consider whether there are not other times during the day when he can introduce alternative questions into the children's play, such as:

-- play with construction sets:

Is this a round piece or a square piece?

Is it long or short?

Do you want a red triangle or a green triangle? ... etc.

-- playing house:

Is she the mother or the daughter?

Are you making a cake or a pie? ... etc.

-- playing store:

Do you want white bread or brown bread?

Does that cost ten cents or fifteen cents? ... etc.

The recreation leader who works with Teeners has much more scope in selecting language for the activities, because older youngsters have usually had more experience with the English language. For the same reason, the leader must be even more careful to set a daily objective by applying the principle of predetermined emphasis, lest the language used be so diverse that it lacks the effectiveness of concentration.

For example, the popular game of softball can provide virtually infinite opportunity for language learning. Unless the recreation leader selects one or two patterns for emphasis, there may be little actual improvement in the Teeners' productive language skills.

Here are some techniques of applying predetermined emphasis that will help a recreation leader plan effective language practice:

Predetermining the day's language emphasis on the basis of a question word, such as Where?, Who?, Why?, etc.

Example. The recreation leader for the Midders may plan a certain day as a "Where? Day". He may then arrange for a treasure hunt, in which cryptic instructions, using prepositional phrases, would be given about where to look for something; the children would afterwards be asked about where they went, where they found the object, and so on. For a more informal game of hopscotch the recreation leader would plan to ask questions about where the children were going to throw the stone, where they would be hopping and jumping, etc. A jig-saw puzzle session, with all its possibilities for using prepositional phrases as outlined in the "Model of Pattern-Sequencing" could be included in the day's planned activities. If the Midders had a softball practice that day, the leader might choose to give some preliminary practice in throwing the ball from and to different positions.

Since all this practice with "Where?" would concern different recreational situations, there would be different vocabulary, different tenses, both singular and plural pronouns, affirmative and negative statements, commands and questions, but the emphasis would be on spatial relationships with prepositions. In language-teaching terminology, exploitation of structures with prepositions would be taking place.

The six most familiar question words are not the only ones. The recreation leaders may feel that there is a need for giving emphasis to any of these questions:

a. What?
   Who?/Whose?
   Where?
   When?
   How?
   Why?

b. How much?
   How many?
   How far?
   How long?
   How wide?
   How tall? ... etc.

c. What time?
   (or, At what time?)
   What kind of?
   What for?

d. Which?
   Which one?
   Which ones?

Predetermining the day's language emphasis on the basis of number.

Although number, in the sense of counting and number concept, is usually associated with the youngest age group, even the Midders and Teeners may need practice in using plurals clearly and accurately, and in producing concord between subject and verb.

Example. A recreation leader working with the Teeners may plan a

"Number Day", during which he would appoint children to take turns keeping and reporting the score in games, such as volleyball or table tennis or horseshoes. He might suggest a game of Monopoly so that the Teeners could use sentences involving amounts of money, blocks of property, houses, hotels, numbers of spaces to move, and so on. And if some of the Teeners were seriously interested in practising for a track or field event, the leader would plan for questions about the number of minutes, seconds, yards, feet, or inches.

Again, the patterns and tenses used in all this language would vary, but the concentrated emphasis all day would be on singular and plural uses.

Predetermining the day's emphasis on the basis of negation.

Educational psychologists point out that statements with not are very important to logical thought and problem solving, yet it is not uncommon for some children, even those who speak English as their mother tongue, to have only a foggy notion of the formal use of negation. (Distar Language1, Engelmann, Osborn, and Engelmann, Science Research Associates, Inc., Chicago, 1969)

Example. A recreation leader working with the Totters or Midders might plan to give practice in language for this mentally-taxing concept of negation during the quiet play with small wheeled toys, through instructions such as, "Show me a car that is not red." Before starting a Hide and Seek game, the leader might lead the children in deciding where they could not go to hide that day. For a craft session, such as mask-making, he might plan to emphasize conditions with negatives, such as "If you don't try the bag on, you'll cut the eyes in the wrong place." "If you don't cut carefully, you'll make the mouth too big.", and so on.

The patterns and tenses may differ, but the concentrated emphasis will be on the significance and use of the negative.

Predetermining the day's emphasis on the basis of one tense.

On the other hand, a recreation leader may notice a definite need in his group for the practice of a single tense.

Example. A recreation leader working with the Midders may observe that they do not use the Simple Past tense clearly or in situations when it is needed. He may plan a "Simple Past Tense Day." For this he might plan another treasure hunt after which the Midders would report back, answering questions like "Where did you look?", "Did you go near the church?", "Did you lift up the big stone?", etc. He might use a nature walk for questions like "Did you see that bird?", "What did it look like?", "Did it have a long tail?", "How did it fly?", etc. He could follow the "Model of Pattern-Sequencing" prepared for tie-dyeing, asking questions using the Simple Past tense in any activity throughout the day.

In this case the sentence patterns would differ, but the concentrated emphasis would be on one tense all day long.

Predetermining the day's emphasis on the basis of one sentence-structural concept.

Conversely if a leader noticed that the children in his group had difficulty in understanding or producing sentences containing a certain structural concept, such as a subordinating relationship, he might plan to emphasize that particular structural relationship.

Example. If sentences with clauses introduced by until are confusing to the children, an "Until-Structure Day" might be planned. For that day the leader would plan to begin every activity with instructions such as, "Wait! Don't start until I tell you / until I clap my hands / until Mary blows the whistle / until everyone is ready", and so on, and follow his instruction with the question, "How long should you wait?"

Two final observations are necessary. First, it is not necessary for the recreation leader to tell the children what language emphasis he has predetermined. If they notice it themselves, no harm is done, and they may actually get extra practice by joking about it, but the activity should be the obvious aspect of LEREC for them, not the language.

Second, some recreation leaders will undoubtedly grasp and apply the principle of predetermined emphasis better than others. Nevertheless, even a small amount of concentrated language practice within the recreation situation will be beneficial to the children. A leader who does understand the principle and is willing to apply it intelligently can make LEREC a very effective instrument for language learning.

(3) Self concept. The use of English for achieving the third general daily objective of building self-concept is discussed in detail in the section entitled "The 'Today and Tomorrow' Session", because that group discussion meeting is a particularly appropriate occasion for using such language. In addition, a good leader will find other opportunities throughout the day to get the children to tell him what they think and feel.

"Constants"

No matter what structures have been selected for concentrated practice by predetermined emphasis, some language items will recur naturally throughout the day in all the activities, and the recreation leader should always be alert for opportunities to help the children learn to use them accurately and automatically. These items may be referred to as "Constants".

1. Counting. Especially with the Totters, recreation leaders should exploit every possible chance for counting, in order to help the children build a strong number concept. For instance, every time they meet they can count how many boys, how many girls, and how many all together have gathered for play. They can count the toys when they are taken out of the storage box and when they are put back. They can count together the number of questions or guesses in games like Blind Man's Buff and Hide the Lollipop.

The ordinal numbers (e.g., first, second, third, etc.) should not be overlooked. Natural opportunities for their use occurs, for example, when children get into line for a relay or when they are arranging themselves to take turns.

2. Third person pronouns. For many northern children it is not necessary in their own mother tongue to distinguish between masculine and feminine when referring to people by pronouns; therefore, they may not have the habit of making the distinction in English. The recreation leaders can help these children by stressing, in their own speech, the pronouns he and she, him and her, so that the children notice the distinction. They can also be constantly on the alert for natural opportunities of practising these pronouns. It may be necessary to give the same kind of attention to they and them if the children have difficulty with both singular and plural pronoun references.

3. Possessives.

a. In the same way, the leader may need to stress, in his own speech, the corresponding possessive objectives his, her, and their, or the pronouns his, hers, and theirs, so that the children become competent in matching them with he, she, and they.

b. The children may not always pronounce the final sounds /s/ or /z/, that signal possession after personal names or a few other nouns. Again, the recreation leader may have to stress these final consonants so that the children will notice and imitate them. This language item will recur frequently in such sentences as, "It's Bill's turn.", "Sally's rope is broken.", "Johnny's shirt is torn.", and so on.

4. Time words and phrases. To help the youngster establish accurate tense use, the recreation leaders will do well to use time words and phrases generally in their speech, whenever it is natural to do so. Here are some common time expressions:

- now, still
- tomorrow, soon, today, tonight
  next week / month / year
  this afternoon / evening / morning
  at ( ) o'clock
  in a minute / in a few minutes
  after a while

- every day / morning / afternoon / evening / night
  ever, never, always, all the time, usually, sometimes, often, once in a while
- on (Monday), in the (evening), at night
- a week / a month / a year / a moment ago / (two) days / (two) weeks / (a few) minutes ago
  yesterday
  yesterday afternoon / evening / morning
  last night / week / month / year
- just, already, yet
- for (three) days / weeks / months / hours / minutes
  since last year / week / month

The "Today and Tomorrow" Session

Some time in every day should be devoted to quiet group discussion about what has been done that day and what the children would like to do the next day. This "Today and Tomorrow" session will be beneficial to leaders and children alike.

The recreation leaders will learn more about the things that interest the children and the things that annoy or bore them. If the leaders are sensitive and observant, they will learn to understand the children better. The children will have a chance to develop further a sense of their own value, as they are encouraged to express their likes and dislikes and plan what they want to do. They will also have an opportunity to take on responsibilities for preparing materials or equipment to be used in their own activities. By thinking out, with the guidance of the recreation leader, the problems of time, materials, knowledge and skills, in relation to their desires, they can get practice in setting realistic goals for themselves.

"Today and Tomorrow" may also be used as a time to talk out problems that arise in the course of a day. Some personal problems may, in fact, be taken care of in a temporary way very quickly by the suggestion, "Let's talk about this in 'Today and Tomorrow'." If a quarrel was not entirely resolved at the time of outbreak and if resentments have ensued, a quiet appraisal of what caused the quarrel and how relationships can be mended may be possible during the daily group discussion.

Although different communities will probably find it convenient to hold "Today and Tomorrow" at different times of day, it will be a good idea everywhere to make it a part of the daily routine so that the children expect it. Late afternoon, after the clean-up-pick-up work and before dispersal for supper, may prove a satisfactory time.

The children may not have very much to say in "Today and Tomorrow" in the first days of the summer, and the Totters may never require a very long session, but the recreation leaders should persevere and show that they are serious in wanting to hear the children's opinions and feelings. Even more than at other times during the day, the attitude of the recreation leaders in this group discussion period is a crucial factor in its success or failure. It is absolutely essential that they do not scoff, ridicule, or denigrate. In effect, they are asking the children to reveal themselves. The children may be reluctant at first to leave themselves open in this way to the possibility of making a mistake; if they do take the bold step of venturing an opinion and then find that their opinion is criticized, they may not be willing to dare to express themselves again.

A child may lack subtlety and flexibility in oral English, and what he says may therefore sound awkward or even rude. The job of the

LEREC leader is to ascertain the child's real intentions through questions and then to show in his own speech the words and language patterns which express more accurately what the child wanted to say. The section entitled "Extended Formulas" offers some suggestions for this type of questioning.

One of the "extended formulas" that will be particularly useful when discussing "Tomorrow" will be the Let's pretend..." routine. Whenever the leader would like the children to practise what they will need to say at a later time, he can set up a role-playing situation very quickly by beginning, "Let's pretend," and appointing one or more children to take certain parts. He may play one of the roles himself the first time the imaginary situation is tried.

Especially if the children are not yet very willing to volunteer comments in public, the recreation leader will find "Do you remember...?" a useful opening gambit.

e.g., Do you remember what we did today?
What did we do first?
What came after that? Do you remember? ...etc.

If it becomes the custom for the children to bring the finished products of their craft activities to "Today and Tomorrow" for the whole group to look at, then "Do you remember...? can provide a review of method and language.

e.g., What a lovely blouse!
Do you remember how you dyed it?

What did you do first?

What kind of knots did you make? ...etc.

"Today and Tomorrow" is an occasion for the use of certain words and patterns that express thoughts and feelings, that is, cognitive and affective language. It is also a time when certain tenses can be given thorough practice. The Simple Past tense, for example, will be used naturally over and over again in the talk about "Today", while during the planning for "Tomorrow" many verbs will be expressed in a future form and others in the Simple Present tense. With older children contrasts between may, must, should, can, and have to will be common. The habit of using these verbs and tenses in a variety of question patterns, as outlined in the third "Model of Pattern Sequencing" (for Teeners), will be very useful to the recreation leaders during these group discussions.

Some necessary and useful language for "Today and Tomorrow" is included in the section entitled "Language for the LEREC Activities." Each recreation leader is expected to tailor his questioning to the needs and abilities of his group.

The Recreation Leader's Daily Diary

Each recreation leader should be supplied with a LEREC "Daily Diary", printed like the sample shown on pages 82 and 83.

There are two main reasons for asking the recreation leaders to keep this diary. First, it will aid them in making sure that they have planned everything necessary for a successful, effective day's program. Second, it will supply feedback to the LEREC program developers so that the program can be improved on the basis of experience. Another result should be the collection of information about actual problems experienced by northern children in learning to speak English well.

Each recreation leader's "Daily Diary", then, should be kept for study by the program developers.

The form of the sample has been deliberately kept simple to allow for varying circumstances. If, however, a recreation leader trains himself to be specific in listing his plans, his language practice is likely to be effective, if he fills in detailed observations, his remarks will be very useful to the program developers in improving LEREC.

In the evaluation of language-learning problems the matter of whether one child, some, many, or all showed evidence of difficulty is very important. Therefore, the recreation leaders will be encouraged to use the children's first names in their observations or write, for instance, "Everyone made mistakes in using he and she."

Sample Pages of the "LEREC Daily Diary"

Date: ______________________ Age-group: ____________________

Special emphasis for the day: ______________________________

____

Activities	Approx. Time	Materials Needed	Patterns

Observations

1. Children's ability in using the vocabulary and structures.

2. Specific language difficulties noticed.

3. Reactions expressed by the children.

The "Public Image" of the Recreation Program in a Community

Although children in northern communities enjoy games as much as children anywhere and will undoubtedly be happy to take part in games they already know, such as softball, recreation leaders can probably stimulate greater interest in full participation by the way they present the recreation program to the community.

A summer recreation program should be presented with a certain flair, which will attract attention, emphasize the aspect of fun, draw the community together, and make the LEREC program memorable.

Each individual recreation leader will doubtless be inspired, by interaction with a particular community, to create themes and gimmicks that will form an attractive public image of the LEREC program there.

The suggestion below is not intended to be a model for all communities to follow; rather, it is presented as an illustration of what might be done to bring some colour, excitement, and community spirit to a summer program.

"The Pied Piper"

It will be necessary in every community to find some way of announcing the activities for the day, with their times and places. Posters are time-consuming to make and may not be read. Word-of-mouth messages may not be passed along to everyone. Children may not gather at the expected time, and those who are on time may get tired of waiting and disperse.

Instead, one of the recreation leaders can make a daily tour of the village half an hour before the games are due to begin. He will be the Pied Piper, dressed (for the announcement tour only) in some distinctive garments, such as an odd hat and gaudy shirt. He will carry whatever attention-getting instrument he possesses or can make, such as a toy horn, a whistle, or a drum. As he follows an established route through the village, he can play his horn or beat his drum. In front of a group of houses he can pause to call out his "Hear ye, hear ye!" and give the information about the day's activities.

It is to be hoped that, after the tour becomes an expected part of daily life, the Pied Piper will attract a train of children who will help him spread the information. The leader and children together may also compose words to fit a familiar tune. They they can all sing as they follow the Pied Piper to the playground, gathering more followers as they go.

LEREC: Training

SUGGESTIONS FOR TRAINING THE RECREATION LEADERS

In any recreation project the leaders are probably the most important single factor contributing to success or failure. The leaders are even more important in a LEREC project because they have the key that can open the door to language development.

Since it is very unlikely that many of the students who apply to become LEREC leaders will know much about second-language teaching, an effective training course is essential.

A. Objectives of training.

Prospective recreation leaders should gain from a training course:

1. an understanding of the LEREC concept;
2. knowledge and skills for implementing a LEREC project, including:
   - (a) recreation leadership skills;
   - (b) second-language teaching principles and skills, including:
     - (i) basic elements of English structure;
     - (ii) methodology of LEREC;
     - (iii) familiarization with the LEREC plan;

3. an understanding of the northern culture and community life,
    (a) to guide him in dealing with the children and their elders;
    (b) to guide him in controlling his own behavior in the northern community.

B. Length of course

Training may be shortened or lengthened according to the experience and needs of the prospective leaders. For instance, students whose homes are in northern communities would not need to spend so much time on learning about the northern culture as those from the "south" who have never given much thought to cultural studies of any kind. Presumably, university students would be able to grasp the notions of English structure more quickly than high school drop-outs.

An important practical consideration is that university students tend to resist lengthy training before a summer job, after they have just completed a full year of study; they want to go and do, not stay and learn.

The first training course might be planned for a three-week period, which could thereafter be adjusted on the basis of experience. It must be understood that only a limited amount can be accomplished in three weeks; no one should expect fully trained TESL teachers to emerge from a LEREC training course.

C. Individualization

Because the prospective recreation leaders who attend a training course will have different backgrounds of experience and knowledge, the course should be individualized where possible. Everyone would need to learn about the LEREC plan itself, to practise leading the games, and to try planning the language to be used in order to achieve a daily emphasis. Some, however, might need to spend more time than others on assignments to help them understand English structure, whereas others might use their time to learn more about the northern culture or about TESL, with the help of suggested readings from books and pamphlets or the use of tapes and other audio-visual aids.

D. The recreational aspect

Recreational specialists are often called upon to organize short training courses for playground leaders. Thus, outlines and models for the recreational aspect of LEREC training are readily available. (A booklet entitled Philosophy and Leadership, prepared by the Parks and Recreation Board of the City of Prince Albert, contains the outline material for an effective short playground leader course.)

LEREC trainees will need similar work on the philosophy of recreation leadership, supervision and safety, first aid, program planning, sports, group games, crafts, storytelling, creative drama and music. Demonstrations, group planning workshop sessions, and individual practices are necessary.

The specialists who assist in this part of the course should have an opportunity ahead of time to learn about the LEREC concept.

E. The language-learning aspect

1. General

Prospective recreation leaders should understand thoroughly the LEREC concept and special language objective. One effective means of demonstrating to them how a recreational activity can help a person learn another language, or improve his ability to use it, is to lead them in playing a game using a language none of the trainees speaks.

The trainees should become familiar with the printed LEREC plan. Each one should have his own copy, which he can use in the practical assignments of the course. He should also learn the importance of the "LEREC Daily Diary" and have practice in writing up the daily information.

2. Methodology

Demonstrations, practical assignments, and trainee practices will be necessary to help the trainees grasp the principles and techniques described in the section entitled "Methodology."

Demonstrations and practices are time-comsuming, but they will be remembered during a summer in the north whereas theory from a book or lecture would probably make little impression during the brief training period.

3. Adaptation.

Almost every recreation leader will have favourite games that he would like to teach the children, and children in different communities may also have favourite games they want to play. The trainees should have practice in adapting LEREC methodology to games and activities that are not described in the printed LEREC plan.

F. English structure

An understanding of English structure, sentence patterns, and the the notion of substitution is so important to LEREC that the trainees should have regular instruction and assignments concerning this topic. The study of structure must, however, be kept simple and practical during a short course.

A Workbook in Language Teaching, by Earl W. Stevick, is a good source of the kind of practical exercises needed to build up an understanding of sentence patterns that is required for LEREC leaders.

G. Northern culture

Talks and panel discussions by people from the north and specialists who have studied the north can be supplemented by films and reading assignments.

The trainees may, in fact, gain valuable insights into northern problems from films and books about any cross-cultural situation.

H. The recreation leader in a northern community

Trainees need to gain some idea of what their own position in a northern community will be and how they should behave. Someone who knows the north well should be available at the training course to give advice and answer questions.

The prospective recreation leaders will also require practical information about their living conditions, clothing, food, travel, work regulations, and so on.

9|w

LEREC: The Language for the Activities

Language for the LEREC Activities

It is a cardinal principle of LEREC that its direction is positive, not negative: no attempt should be made to prevent the children from speaking their own mother tongue when they wish to do so.

Instead of prohibiting the use of the children's own language, LEREC provides the means for improving their comprehension of oral English and its fluent, accurate expression, through the planned association of English speech and recreational activity.

Abbreviated Arrangements of Structural Patterns

1. Parentheses are placed in a sentence pattern to show the point at which a word or phrase may be substituted.

   e.g., It's (red).

   The (basket) is (on the grass).

2. Content words that may be substituted in a pattern are separated in lists by obliques. Phrases for substitution are separated in the same way.

   e.g., red / yellow / green / blue

   on the grass / in the box / under the tree

3. A pattern and its possible substitution may also be shown completely in a substitution table.

   e.g.,

A	B
Show me	a car.
Pick up	a truck.
Give me	a bus.
Point to	a plane.

From the table above, 16 possible sentences may be composed by combining each item from Column A with each item in Column B.

The Standard Formulas

Recreation leaders are reminded that, because the standard formulas may be used in all the activities, they are listed here separately and are not repeated in the language for each activity.

The formulas are grouped according to their probable use, as follows:

(a) General instruction.

(b) Rules

(c) Formations.

(d) Choosing sides or first player.

(e) Starting, finishing, and cleaning up.

(f) Scoring; winning and losing.

(g) Group planning and evaluation.

(h) Praise, encouragement, and reproval.

(i) Accidents and sickness.

(j) Finding things or people.

(k) Conventional social expressions.

(a) General instructions.

Do it	like this.
Hold it	
Stand	
...etc.	

Do it	again.
Say it	
Listen	now.
Look	
Try	

Let's	practise.
	practise doing that.
	try.
	count.
	sing.
	say it together.

Look.   Look (this way/ here/ there/ at me).

Listen.   Wait.   Ask.   Ask another.   Answer.

Go (over there).   Get (a ball).   Put (the ball) back.

Put (the bat) down.   Pick (the stone) up.

Show me (the racket).   Give me (the racket), please.

Not yet.

Quiet!   Sh!

+ What else?   Who else?   Anybody else?

(b) Rules.

The rule is that ____________________.

It's against the rules to __________.

What do the rules say about __________?

The rules say that ____________________.

(c) Formations.

Make	a circle. a line. (two) lines.	Let's make (a circle).
Stand	side by side. in the circle. two by two.	
Turn Walk Run Skip ..etc.	around. to the (right).	Let's (walk) (in a circle).

Face this way.

Join hands. Put your hands down.

Change places.

(d) Choosing sides or first player; taking turns.

Let's choose (sides/ teams).

Count off in 2's. 1-2, 1-2...
The 1's (stay here); the 2's (go there).

Let's toss for (serve). Let's toss a coin.
Heads or tails? (Tails). It's tails. You (win/ lose).

Toss the bat. Catch it. Put your hand over his. Now put your hand over his....etc. You win. Your team has first choice.

O- U- T spells "out." You're out.

Who will be "It" this time?
Who is "It"?
Who was "It" last time?

(pointing at each child on the stressed syllables): My mother said to choose this one. You're "It".

Whose (turn/ serve) is it?
It's (your) turn. It's (his) serve. It's (Billy's) serve.

Who is next?

(e) Starting, finishing, cleaning up.

Let's play (Hide and Seek).
Do you know how to play (Hide and Seek)?
I'll show you.

Are you ready?

Ready- set- go!   or, 1- 2- 3, go!

Stop!

You're (safe/ out).

Let's	pick up put away count	(the toys).

Put (the toys) (there/ in the box/ ...).

How many (toys) did we start with?
How many (toys) do we have now?
Let's count.

(f) Scoring; winning and losing.

What's the score?

It's (seven) to (five).   It's (seven) to (five) in favour of (Tom).

The score is tied.   The score is tied at (14 all).

How many points for (a ringer)?
Three points for (a ringer)?

Who is winning?   Who won?
Who lost?

(g) Group planning and evaluation.

(See also the language for "Today and Tomorrow.")

What shall we do (now/ today/ next/ tonight/ tomorrow/ ...)?
Shall we play (softball or volleyball)?

What would you like to do?
Would you like to play softball?

Can anyone bring (an old sock)?
You must ask your (mother).

(h) Praise, encouragement, and reproval.

Good!   Very good!

Right.   That's right.

That's the way.

Keep on trying.

Never mind!

Your're working hard.   You worked hard.

Don't (scream) like that.

That's not right.   It's wrong.

Do it like this.

(i) Accidents and sickness.

Did you get hurt? Too bad!
Let me see.

I'll (clean it/ put some medicine on it/ put a bandage on it/...).

You're all right.
You'll feel better soon.

Are you sick?
What's wrong?
How do you feel now?

(j) Finding things or people.

There (it/ he/ she) is!	Here it/ he/ she) is!
There they are!	Here we are!
	Here I am!

(k) Conventional social expressions.

Hello. (Many young people prefer to say, "Hi!".)

Good (morning/ afternoon/ evening/ night).

Good-bye.

Please. Thank you.

Pardon?

Excuse me. Certainly.

How are you today? Fine, thank you.

"Today and Tomorrow" : Useful Language

Verbs.

- bring
- cost
- do
- feel
- find
- get/get ready
- happen
- have
- help
- know/know how to
- like
- make
- need
- plan
- play
- practise
- pretend
- remember
- think
- want

Other words.

game activity things materials
happy unhappy angry/mad hurt/sick

Possible questions and other patterns.

A. Today:

Let's think about today.

What did we do today?

What did we do first?

What happened (next/after that)?

Did anything (strange/special/different) happen today?

Did you like (playing Hopscotch)?
everything we did?

What did you like best?

Why did you like that?

What didn't you like?

Why didn't you like that?

Could we have done anything better?

Should we try again?

Do you remember how you did it?
what we did?
what happened?

Why did you get angry today?

or, What made you (angry) today?

What happened?

Was that a friendly thing to do?

What should you have done?

What can you do about it now?

Will you (shake hands/say, "I'm sorry")?

I'm (happy/angry/unhappy) to (see/hear/know) that.

B. Tomorrow

Now, what about tomorrow?

What do you want to do tomorrow?

What else?

Will we have time to do all those things?

How long do you think each (activity/game) will take ?

What shall we do (first/next/after that)?

What do we need for that (activity/game)?
Do we have | all the materials we need?
Can we get |
Will anything cost money?
Do we have enough money?
Who will help get the things ready?
When shall we meet to get things ready?
Who will bring (some old cloth)?

Are you all going to come tommorrow?

Do you (know/remember) how to (do/play/make) that?
Do we need to practise anything first?
What do you want me to do?

Activities for the Totters

(approximately 4-6)

MODEL OF PATTERN-SEQUENCING: SMALL WHEELED TOYS

This elementary sequence prepared for the Totters is designed to take a child from no knowledge of English whatever to the stage of knowing enough words and patterns to be able to make simple statements of generalization and classification. That is, a child is provided with sufficient foundation of English structure to permit the formulation and expression of concepts that contribute to his mental development. It is assumed, of course, that the children will also be engaging in other recreational activities from which they will learn other words, patterns, and formulas.

While the Totters are all busy playing with the toys, the recreation leader can talk with an individual. He will begin with the simplest talk about the toys, giving the child a chance to practise recognition of the word before he expects the child to recall the words from memory and use them in sentences. If a child knows the words, the recreation leader will not linger at that point at all, but will move on immediately to talk about colours, asking the different types of questions and getting the child to ask questions, as indicated in the sequence. When a child hesitates or makes structural mistakes, the leader will pause. That is the pattern that needs attention for a day or two before they move on to the next patterns. Plurals, for example, may need special attention for several days until a child begins to hear the plural signals, imitate them, and finally say them automatically when the situation demands it.

When it is clear that a child can give all the responses listed in the sequence automatically, the leader can move on to other patterns, such as those outlined for the Midders who are putting their jig-saws together. Or, he can give other commands that help develop a child's thinking powers, such as "Show me something that is not a car." "How many..." questions and counting are also useful in this kind of play-and-talk with individuals.

Additionally, a clever recreation leader will find similar occasions throughout the day to use these same identifying and descriptive patterns with other objects and other adjectives, such as big/little/ thick/ thin/ tall/ short, etc. With children who are ready to do so, other classifications (besides toys) should be made also, such as They're animals/ They're not animals, or people, or foods, or or containers, etc. Learning to classify objects is a necessary step in a school child's mental development.

SMALL WHEELED TOYS

A variety of small wheeled toys provides the best opportunity for enjoyment and language practice. There should be both cars and trucks, if possible. Other types of transport, such as buses, tractors, airplanes, etc., are desirable. They should be of different sizes and colours. There must be several different items of each colour.

Play could, of course, take place outdoors, but play inside has the advantage of a degree of control over where the toys may be taken. Collecting and putting away the toys should not be considered an optional chore but, rather, an integral part of the play. The putting-away stage is an occasion for a great deal of language practice. There should be a special box for the toys, and the children can count every time to make sure that they put the right number of toys back into the box after play.

Miscellaneous items, such as pieces of cardboard and paper, furniture, boxes, etc., are useful props for imaginary roads, bridges, airfields, gas stations, and so on.

Although this kind of play is an ideal time for language teaching, the prime objective is still recreational enjoyment. The children should be allowed plenty of time to enjoy playing with the toys. They should not have to sit still and listen to formal presentations.

A leader who works with Totters must remember that some of the pre-school children may not know any English at all. For their sake, he must use every opportunity of saying the listed words and patterns in the appropriate situation so that the children can hear the English sentences many times. For instance, when he brings out the box of toys, he has a chance to name each item, or comment on its colour, or both.

In this kind of activity the leader should control his use of English carefully so that the children need not be confused with a lot of unnecessary language. For instance, there is no value in adding sentences like "This truck is for carrying gas" or "Where do you think this car came from?", until the children are fluent in using all the listed sentence patterns.

If some of the Totters do not care to play with cars and trucks during this quiet play period, other toys may be used instead. The same patterns can be applied to other small toys and will be particularly suitable for use with most of the construction sets that have been designed for little children.

MODEL OF PATTERN - SEQUENCING : SMALL WHEELED TOYS

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
1.(a) the names of the toys: a car/ a truck/ a bus/ a plane/, + any other toys available. (b) It's a (car)	Look! Here are some toys. Let's play with the toys. Here's a (car)...etc. What's this? It's a (car)....etc.	(a) Show me a (car), or Give me a (car)...etc. (b) What's this?	(a) (action only) (car) a (car) Here's a (car). It's a (car) This is a (car). (b) It's a (car).
2.the names of the colours: red/ blue/ green/ yellow,, + other colours of the toys available, especially white/ black/ brown/ orange/ purple It's (red).	What's this? It's a (car). It's (red). What colour is it? It's (red)..., etc.	What colour is this?	(red) It's (red).

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
3. Answering "yes" to "yes-no" questions about the toys. Yes, it is.	This is a (bus). Is this a (bus)? Yes, it is. It's a (bus)...,etc.	Is this a (bus)?...etc.	Yes. Yes, it is. Yes, it's a (bus).
4. Answering "yes" to "yes-no" questions about colours. Yes, it is.	This is a (truck). What colour is it? It's (yellow). Is this (yellow)? Yes, it is. It's (yellow)...., etc.	Is this (yellow)? .... etc.	Yes. Yes, it is. Yes, it's (yellow).
5. Answering "no" to "yes-no" questions about the toys. No, it's not.	This is a (plane). Is this a (truck)? No, it's not. It's not a (truck)...,etc.	Is this a (truck)? ... etc. What is it?	No. No, it's not. No, it's not a (truck). It's a (plane).

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
6. Answering "no" to "yes-no" questions about the colours. No, it's not.	This is a (bus). What colour is it? It's (yellow). Is this (green)? No, it's not. It's not (green)..., etc.	Is this (green)?...etc. What colour is it?	No. No, it's not. No, it's not (green). It's (yellow).
7. Cumulative questions and answers	---------------------	What's this? Is it a (truck)? Is it a (bus)? What is it? ....etc. What colour is this? Is it (blue)? Is it (green)? What colour is it? .... etc.	It's a (truck). Yes, it is. No, it's not. It's a (truck). It's (blue). Yes, it is. No, it's not. It's (blue).

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
8. Asking "yes-no" questions about the toys. Is it a (car)?	I have something in this box. What is it? Is it a (truck)? No, it's not. It's not a (truck). Is it a (car)? No, it's not. It's not a (car). Is it a (plane)? Yes, it is. It's a (plane). Now it's your turn. I have something in this box. What is it? Ask me.	What is it? Guess. {No, it's not. {It's not a (car). {Yes, it is. {It's a (car).	Is it a (car)?
9. Asking "yes-no" questions about the colours. Is it (red)?	I have something in this box. What colour is it? Is it (red)? No, it's not. It's not (red). Is it (black)? Yes, it is. It's (black). Now it's your turn. I have something in this box.	What colour is it? Guess. {No, it's not. {It's not (yellow). {Yes, it is. {It's (yellow).	Is it (yellow)?

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
10. Identifying both the toy and its colour It's a (red) (car).	This is a (car). It's (red). It's a (red) (car). This is a (car), too. It's (green). It's a (green) (car). What's this? It's a (red) (car). What's this? It's a (green) (bus)...etc.	(a) Show me a (red) (car). (b) What's this?	(red) (car) a (red) (car) It's a (red) (car). This is a (red) (car).
11. Answering "yes-no" questions about the toys and their colours. Yes, it is. No, it's not.	This is a (yellow) (bus). Is this a (yellow) (bus). Yes, it is. It's a (yellow) (bus). This is a (green) (car). Is this a (blue) (car)? No, it's not. It's not a (blue) (car) It's a (green) (car)...etc.	(a) Is this a (green) (car)? (b) Is this a (blue) (plane)? What is it?	(a) Yes, it is. (b) No, it's not. It's a (white) (plane)

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
12. Asking "yes-no" questions about the toys and colours. Is it a (blue) (car)?	I have something in this box. What is it? Is it a (red) (bus)? No. it's not. It's not a (red) (bus). Is it a (yellow) (bus)? No, it's not. It's not a (yellow) (bus). Is it a (yellow) (truck)? Yes, it is. It's a (yellow) (truck). Now it's your turn. I have something in this box.	What is it? Guess. {No, it's not. {It's not a (red) (bus). {Yes, it is. {It's a (red) (bus).	Is it a (red) (bus)?
13. Answering "alternative" questions.			
(a) It's a (car).	(a) What's this? Right. It's a (car). Is this a (car) or a (truck)? It's a (car)...etc.	(a) Is this a (bus) or a (car)?	(a) It's a (bus).
(b) It's (red).	(b) What colour is this? Right. It's (blue). Is this (blue) or (brown)? It's (blue)....etc.	(b) Is this (yellow) or (red)?	(b) It's (red).
(c) It's a (red) (car).	(c) What's this? Right. It's a (blue) (plane). Is this a (blue) (plane) or a (blue) (bus)? It's a (blue) (plane). Is this a (yellow) (bus) or a (green) (bus)? It's a (green) (bus).	(c) Is this a (red) (car) or a (green) (car)?	(c) It's a (red) (car).

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
14. Asking "alternative" questions.			
(a) Is it (red) or (green)?	(a) I have something in this box. What colour is it? Is it (red) or (yellow)? It's (yellow)....etc. Now it's your turn.	(a) What colour is it? Guess. It's (green).	(a) Is it (green) or (blue
(b) Is it a (car) or a (truck)?	(b) I have something else in this box. What is it? Is it a (car) or a (bus)? It's a (bus)...etc. Now it's your turn.	(b) What is it? Guess. It's a (plane).	(b) Is it a (plane) or a (truck)?
	(c) I have something else in this box. What is it? Is it a (yellow) (plane) or a (red) (plane)? It's a (red) (plane)...etc. Now it's your turn.	(c) What is it? Guess. It's a (red) (bus).	(c) Is it a (red (car) or (red) (bus)?
15. Identifying toys (plural). (cars) They're (cars)	What's this? Right. It's a (car). And what's this? Right. It's a (car). They're (cars). What are they? They're (cars). How many? 1 - 2 - 3 - 4 4 (cars)....etc.	(a) Pick up (2 cars). (b) What are thev/	(action only) (cars) They're (cars).

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
6. Describing the colour of toys (plural). They're (green).	What colour is this (car)? Right. It's (green). And what colour is this (truck)? Right. It's (green), too...etc. They're (green). What colour are they? They're (green)...etc.	What colour are they?	(red) They're (red).
7. Identifying the toys with their colour (plural).	What's this? Right. It's a (red) (bus). And What's this? Right. It's a (red) (bus), too. They're (red) (buses). What are they? They're (red) (buses)...etc. How many - 2. 2 (red) (buses.	What are they?	They're (red) (buses).

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
8. Answering "yes-no" questions about the toys (plural) Yes, they are. No, they're not.	These are (cars). Are these (cars)? Yes, they are. They're (cars)...etc. These are (trucks). Are these (buses)? No, they're not. They're not (buses). What are they? They're (trucks)...etc.	Are these (cars)? Are these (buses)? What are they?	Yes. Yes, they are. No. No, they're not. They're (trucks).
9. Asking "yes-no" questions about the toys (plural) Are they (cars)?	I have some toys in this box. What are they? Are they (cars)? Yes, they are. Look! They're (cars)...etc. I have some other toys in this box. What are they? Are they (trucks)? No, they're not. They're not (trucks). Are they (planes)? Yes, they are. They're (planes)...etc. Now it's your turn.	What are they? Guess. {Yes, they are. {They're (cars). {No, they're not. {They're not (cars).	Are they (cars)?

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
20. Answering "yes-no" questions about the colours (plural). Yes, they are. No, they're not.	These are (green). Are these (green)? Yes, they are. They're (green)...etc. These are (blue). Are these (red)? No, they're not. They're not (red). What colour are they? They're (blue).	Are these (green)? Are these (blue)? What colour are they?	Yes. Yes, they are. No. No, they're not. They're (green).
21. Asking "yes-no" questions about colours (plural). Are they (red)?	I have some toys in this box. What colour are they? Are they (red)? Yes, they are. Look! They're (red)...etc. Now it's your turn.	What colour are they? Guess. {Yes, they are. {They're (red). {No, they're not. {They're not (red).	Are they (red)?

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
22. Answering "yes-no" questions about the toys with their colour (plural) They're (blue) (cars).	What are these? Right. They're (yellow) (cars). Are these (red) (cars)? No, they're not. Are these (yellow) (cars)? Yes, they are. They're (yellow) (cars)...etc.	Are these (red) (cars)? Are these (red) (buses)? What are they?	Yes, they are. No, they're not. They're (red) (cars).
3. Asking "yes-no" questions about the toys with their colour (plural). Are they (blue) (cars)?	I have some toys in this box. What are they? Are they (red) (cars)? No, they're not. They're not (red) (cars). Are they (red) (buses)? Yes, they are. They're (red) (buses)...etc. Now it's your turn.	What are they? Guess. {Yes, they are. They're (blue) (cars). {No, they're not. They're not (blue) (cars).	Are they (blue) (cars)?

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
24. Answering "alternative" questions (plural).			
(a) They're (cars).	(a) What are these? Right. They're (cars). Are these (cars) or (planes)? They're (cars)....etc.	(a) Are these (cars) or (trucks)?	(a) They're (trucks).
(b) They're (red).	(b) What colour are these? Right. They're (red). Are these (blue) or (red)? They're (red)....etc.	(b) Are these (blue) or (yellow)?	(b) They're (blue).
(c) They're (red) (cars).	(c) What are these? Right. They're (red) (cars). Are these (red) (cars) or (blue) (cars)? They're (red) (cars)....etc.	(c) Are these (green) (cars) or (green) (trucks)?	(c) They're (green) (truc
5. Asking "alternative" questions (plural).			
(a) Are they (red) or (green)?	(a) I have some toys in this box. What colour are they? Are they (red) or (green)? They're (green)....etc. Now it's your turn.	(a) What colour are they? Guess. They're (blue).	(a) Are they (green) or (blue)?

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
(b) Are they (cars) or (trucks)?	(b) I have some other toys in this box. What are they? Are they (cars) or (trucks)? They're (cars)...etc. Now it's your turn.	(b) What are they? Guess. They're (planes).	(b) Are they (planes) or (buses)?
(c) Are they (red) (cars) or (green) (cars)?	(c) I have some other toys in this box. What are they? Are they (yellow) (trucks) or (yellow) (buses)? They're (yellow) (buses)...etc. Now it's your turn.	(c) What are they? Guess. They're (blue) (cars).	(c) Are they (red) (cars) or (blue) (cars)?
26. Generalizations with determiners about the toys.			
They're all (cars).	What's this? Right. It's a (car). And this? Right. It's a (car), too. And this? Right. It's a (car), too. They're all (cars). Are these all (cars)? Yes, they are. They're all (cars)...etc.	Are these all (cars)?	Yes, they are. They're all (cars).

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
27. Generalizations, with determiners, about the colours. They're all (red).	What colour is this? Right. It's (red). And What colour is this? Right. It's (red), too. And this? Right. It's (red), too. They're all (red). Are these all (red)? Yes, they are. They're all (red)...etc.	Are these all (red)?	Yes, they are. They're all (red).
28. Negative generalizations, about the toys. They're not all (cars). (Two) are (cars). (One) is a (truck).	What's this? Right. It's a (bus). And what's this? Right. It's a (bus). What's this? Right. It's a (truck). Are these all (buses)? No, they're not. They're not all (buses). How many are (buses)? (Two are (buses). (One) is a (truck)...etc.	Are these all (cars)? How many are (cars)?	No, they're not. They're not all (cars). (Three) are (cars) (One) is a (bus).

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
29. Negative generalizations about the colours.			
They're not all (red). (Two) are (red). (Two) are (green).	What colour is this? Right. It's (red). What colour is this? Right. It's (green). And this? Right. It's (green). Are these all (green)? No, they're not. They're not all (green).	Are these all (yellow)?	No, they're not. They're not all (yellow).
	How many are (green)? (Two) are (green). (One) is (red).	How many are (yellow)?	(Two) are (yellow). (Two) are (blue).
30. Classification (toys).			
This (car) is a toy.	What's this? Right. It's a (car). What's this? Right. It's a (truck). And this? Right. It's a (bus). And this? Right. It's a (plane). A car, a truck, a plane, and a bus. They're all toys. This (car) is a toy...etc. They're toys. They're all toys. We can play with toys. Is this (car) a toy? Yes, it is. This (car) is a toy...etc.	(a) Show me a (red) toy.	(a) (action only) It's a (red) toy. This is a (red) toy. This (car) is a (red) toy.
		(b) Is this (car) a toy?	(b) Yes, it is. This (car) is a toy.

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
. Classification. Re-inforcement by contrast. No, he's not. He's a boy. No, she's not. She's a girl.	Who is this? It's (Johnny). (Johnny) is a boy. Is (Johnny) a toy? No, he's not. He's not a toy. He's a boy...etc. Who is this? It's (Mary). (Mary) is a girl. Is (Mary) a toy? No, she's not. She's not a toy. She's a girl...etc.	(a) Is (Johnny) a toy? (b) What is he? What is she?	(a) No, he's not. No, she's not. (b) He's a boy. She's a girl.

Other Indoor Play

1. Construction sets.

The same kinds of sentence patterns used in the model for small wheeled toys can be used during the children's play with construction sets. Sets for young children usually come in several different colours. In addition, the pieces are generally of different sizes and shapes. Therefore, words like big/ small, tall/ short, round, square can be introduced, as well as triangle, circle, oval, a square, and rectangle. When these adjectives and nouns are well established in the patterns shown in the model, the leader can go on to patterns with bigger than/ smaller than, etc.

The verb make becomes very important in this kind of play, in which a child not only works with visible objects but also creates something endowed by his imagination with characteristics and possibilities far beyond the actual shapes he has put together. The leader can often open a conversation with a child by asking,

"What are you making? Are you making a (house)?"...etc.

The verb phrases put together and take apart are also useful.

After the pieces have been taken apart at the end of play, Simple Past tense questions can be asked:

"What did you make today? Did you make a car or a plane?" ...

2. Sand box play.

Besides being fun, play in a sand box gives the children a chance to get experience of capacity by using various containers.

Several kinds of containers should be available at a time, and they need not be expensive or new. Used jars, tin cans, cups without handles, boxes, and bent spoons are entirely satisfactory.

The emphasis should be on play, not on teaching language, but in talk with individuals during their play the leader can show the meaning of the expressions that follow, and begin to get responses from the children by asking them questions similar in pattern to those in the model.

Examples of patterns for sand box play:

Let's fill the (jar/ can/ bottle/ cup/ box/ ...).

Fill it with sand.

The (cup) is full. The (jar) is empty.

Pour the sand into the jar.

Pour it from the cup.

Is the jar full now?

Fill the jar with cups of sand.

How many cups of sand?

...etc.

3. Water tub play.

A recreation leader would be well advised to try water tub play only with a small group that will not get out of control. If he knows his group well enough to try a water tub in which they can float boats or bark or leaves or nutshells, and fill or empty different containers, they can all have a lot of fun. The children can have more experience of capacity and use more language to express that experience.

On a warm day it may be preferable to take the tub outside.

Recreation leaders are reminded that they must supervise water play very carefully. Every year there are reports that a small child somewhere has slipped or fallen into a tub and drowned even though the water is not deep.

4. Imaginative play.

Most small children can spend long periods of time in imaginative play. Some may like to play "house", pretending to be mother and father. Sometimes children like to play "store", because the store is an important part of their existence. They enjoy acting out the parts of storekeeper and customer. Residents in the north have reported seeing small boys engaged for hours in an imaginary boat journey to a hunting area, or a dog sled journey in the winter.

It is probably best for the recreation leader to "keep a low profile" during this imaginative play. He should not interfere or pester the children with questions about what they are doing. He may, however, observe their activities and then use that knowledge to ask them leading questions about their play later in the day, during "Today and Tomorrow." He might suggest ways of adding to the realism of the store, such as making "coins" out of clay and dollars out of paper, collecting used packets from cigarettes, toothpaste, soap, etc., and writing price labels. He might be able to initiate some co-operation and assistance from the Teeners, who could help the little ones get a better playing area for their "house", or even make a play-house for them.

Hide the Lollipop

Hidden things are a perennial fascination to children; they stimulate curiosity and provoke questions. This game is one version of the old "Hide the Button" game, but a more appealing object was chosen. Any interesting object may, of course, be substituted in the play and the name of the game.

Ideally this game would be played when enough small, paper-covered lollipops have been made available so that every Totter can have a turn to find one and eat it afterwards.

The leader should demonstrate first to show the meaning of hide, using the prepositional phrases himself in his talk. After the lollipop is hidden in the demonstration, he should "set the pattern" by asking the same questions he wants the children to ask and getting them to respond in the desired way.

It is a good idea to practise the clapping ahead of time. Then the children will know that they should clap loudly when the child is getting "warmer", that is, nearer to the hidden object, and more softly when he moves away from it. When the game is familiar to the children, one of the fluent ones may be appointed to say, "You're getting warmer", etc.

Level 1

Vocabulary

- lollipop, question, guess, "It", room, (and the names of objects in the room)
- hide, wait, go out, come in, help, guess, ask, clap, find, get, put, whisper.
- warm /warmer , cold /colder
- outside, hard/harder, softly/more softly

Structural emphasis

(a) "Yes-no" questions with prepositional phrases, and short answers.
(b) Comparative forms of certain adjectives and adverbs.

E.g.,

(a) Is it (in) the (cupboard)?
(on/under/behind/in front of/near/beside) ...etc.
Yes, it is. / No, it's not.

(b) You're (warm/cold).

You're getting (warmer/colder).

Clap (hard/harder/softly/more softly).

Game Language

I'm going to hide this lollipop.
Where shall I hide it?
I must hide it in this room.
Shall I hide it (behind) the (curtain)? ...etc.
I'll hide it here, (behind) the (cupboard).

"It" will go outside. We'll hide the lollipop. Go outside, "It".
Wait there.

You hide it this time, (Mary).
Where is it, everybody? Whisper.

Come in, "It". You have three questions.
Ask, is it ______________? ... Ask again ...
We'll help you. Clap, everybody.
You're (warm/getting warmer, etc.).
You've found it!
Who wants to be "It" next?

(It will be noted that the children will have many opportunities to hear future forms of verbs, but it is not so likely that they will speak much in the future.)

Level 2 and 3 Language

Fluent children, who ask the "yes-no" questions without difficulty, may play the game by giving "It" three guesses instead of three questions, thus:

Come in, "It". You have three guesses.
Where do you think it is?

"It": I think it's (under the mat).

Totters: Yes, it is. /
No, it's not.

What Time Is It, Mr. Wolf?

One child, chosen to be Mr. Wolf, stands at one end of a playing area. He turns his back to the other children. All the other children stand behind a line at the other end of the area, facing Mr. Wolf.

At the leader's signal the children walk slowly forward, calling out together, "What time is it, Mr. Wolf?' Mr. Wolf answers that same question every time they ask it with some hour of the day, such as, "It's nine o'clock." When the children get quite close to him and call out their question, Mr. Wolf answers, "It's dinner time!", and he turns and runs after the children. They try to escape to safety behind their line.

Any child who is caught is considered "eaten" and is therefore out of the game. Mr. Wolf can try again.

No one will probably want to play this game for very long at one time, but it often provides great fun for a short period. In addition to the vocabulary and the time formulas they learn, the children also learn the idea of obeying certain rules in order to play a game.

The time formulas themselves will be useful throughout the day, and the recreation leader should be sure to use them when appropriate.

Level 1

Vocabulary

--Mr. Wolf, dinner
--walk, run, chase, eat, catch, stand, escape, face
--safe, hungry, out
--towards, behind
--(the numbers from 1 - 12)

Structural emphasis

(a) the question, What time is it?, and certain time formulas as answers;

(b) want + to + Verb

E.g.,

(a) It's (two) o'clock.
It's dinner time.

(b) What does Mr. Wolf want to do?
He wants to (chase) you.

What do you want to do?
(You) want to (run away).

Game Language

You're Mr. Wolf. Stand there, Mr. Wolf. Turn around.
What does Mr. Wolf want to do?
He wants to (chase you/ catch you/ eat you for dinner).
He's hungry.
What do you want to do?
(You) want to (run away/ escape).
Do you want Mr. Wolf to catch you?
No, (you) don 't. (You) don't want him to catch (you).

Stand behind the line, everybody. Face this way.
Walk towards Mr. Wolf. Slowly!
Ask, "What time is it, Mr. Wolf?
Say, "It's (nine) o'clock," Mr. Wolf.
Ask it again... (several times)
Say, "It's dinner time!"
Now run, Mr. Wolf! Chase them! Catch somebody!
Run, everybody! Run behind the line. You 're safe behind the line.

Did you catch anybody?
Mr. Wolf caught Tommy for dinner.
Sit down over there, Tommy, and wait.

Let's try again. Mr. Wolf is very hungry.

Level 2 and 3 Language.

When e.g.,

When you say, "It's dinner time," chase them.
When he says, "It's dinner time," turn around and run back.

When will you chase them? ...etc.

Level 2 ...when I say, "It's dinner time."
Level 3 I'll chase them when I say, "It's dinner time."

If e.g.,

If Mr. Wolf catches you, you're out.
If you run behind the line, you're safe.

What will happen if Mr. Wolf catches you?

Level 2 ...I'll be out.
Level 2 If Mr. Wolf catches me, I'll be out.

TO

Blind Man's Buff

The children stand in a circle with their hands joined. One child, chosen to be the Blind Man, stands in the centre. His eyes are covered with a scarf, and he holds a stick for a cane. While he taps the stick on the ground, the children walk around in a circle; when he stops tapping, they stop. He points his stick and then tries to guess the name of the child at whom he is pointing by asking three questions or giving three commands. The child must answer honestly but should disguise his voice.

If the Blind Man guesses correctly, the child at whom he pointed becomes the next Blind Man. If he does not guess correctly, he can tap his stick again and have a second chance. If he cannot guess correctly the second time the children will tell him the name and that child will become the Blind Man.

Variation

Some types of questions (e.g. "yes - no" questions) will be answered by all the children rather than just the one at whom he is pointing.

Level 1

Vocabulary

- Blind Man, scarf, stick, cane, boy, girl
- dress, shirt, jacket, sweater, skirt, pants, shoes, etc.
- (the colours)
- animal, dog, cat, wolf, cow, hen, rooster, etc.
- bark, meow, howl, moo, cluck, crow, etc.
- tap, point, cover, wear, guess, ask, answer

Structural Emphasis

- (a) Alternative questions with you, plus sentence answers;

or

- (b) Commands involving certain sounds;

or

- (c) "Yes - no" questions with the third person.

E.g.

	Blind Man	Child
a.	Are you a boy or a girl?	I'm a girl.
	Are you wearing pants or a dress?	I'm wearing a dress.
	Is it green or yellow?	It's yellow.
b.	Meow like a cat.	(meowing)
	Bark like a dog.	(barking)
	Howl like a wolf.	(howling)
		Everybody
c.	Is this person a boy?	Yes, he is.
	Is he wearing a cap?	Yes, he is.
	Is it a red cap?	Yes, it is.

Game Language

I'm going to cover your eyes (+ with this scarf).
You're the Blind Man. Stand in the circle.
Take this stick. It's your cane.
Tap your cane, Blind Man.
Point your cane. Who are you pointing at?
Ask your 3 questions. / Give your 3 commands.
You must answer. Make your voice funny.
Who is it, Blind Man? It's ______________.
Right! / No, it isn't. Tap your stick again.
__________ will be the Blind Man this time.

Hints

a. Informal talk about articles of clothing that the recreation leader and the children are wearing is a good preparation before playing.

b. Only one type of question or command should be selected for use each day the game is played.

c. Beginners can understand the idea of the game easily if the recreation leader takes the part of the Blind Man first.

Examples of Language at Levels 2 and 3.

Descriptive phrases and clauses:

a. Is she wearing a (dress) with (white dots)?

b. Is he wearing a (jacket) without (buttons)?

c. Is she wearing a (dress) that's (new)?
Is he wearing a (sweater) that's (torn)?

When:

a.	Start walking around	when	he begins tapping.
	Stop walking around		he stops tapping.
	Point your stick		they stop walking.
	Make your voice funny		you answer a question.

b. When will you start walking around? ---- etc.
Level 2 ... when he begins tapping.
Level 3 We'll start walking when he begins tapping.

or

c. What will you do when he begins tapping? ---- etc.
Level 2 ... start walking around / walk around.
Level 3 We'll start walking around when he begins tapping.

Because:

You're the new Blind Man because he guessed your name.

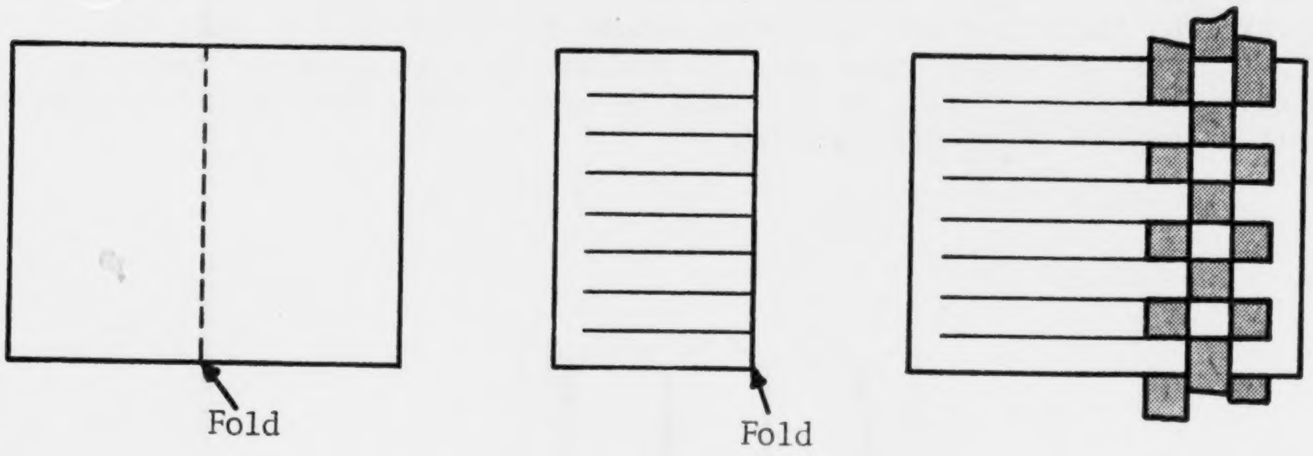
Why are you the new Blind Man?
Level 2 ... because he guessed my name.
Level 3 I'm the new Blind Man because he guessed my name.

Weaving TO+

Weaving is one of the most calming and absorbing of activities. Little children who normally become restless very quickly are often happily occupied in this work for a long time. Weaving provides good training in manipulation skills. Young children, however, may be very slow in thinking out how to place their materials and then actually making these materials "behave", and they should not be rushed.

Although it is a desirable aim to use natural materials, such as grass or flexible reeds, very young children can learn most easily with paper or a combination of paper and some strong, wide, long grass. New, expensive paper is not necessary; in fact, brown wrapping paper makes an excellent paper "loom."

The recreation leader, perhaps with the help of some of the Teeners, should prepare the "looms" ahead of time. To make a simple mat, any size of paper may be used; 10 inches by 8 inches would be very suitable. When the paper is folded in half, as in the sketch below, slits are cut almost to the end. For beginners the strips should be about 1/2 inch wide. The slits must be cut straight and carefully.



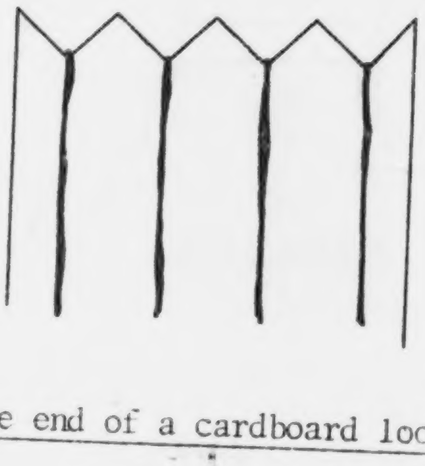
A Paper Loom

Crosswise strips must also be prepared. In communities where long, tough grass grows, perhaps beside a lake, these blades make a good contrast. Even newspaper strips may be used. The printing makes an interesting contrast, but the paper is weaker than desirable. Paper strips must also be cut straight and carefully, about 1/2 inch in width.

The children can understand the idea easily if the leader demonstrates first, with two contrasting colours, on a "loom" that is big enough for all to see clearly. The first demonstration should show only the simplest pattern: over one strip, under one strip. The leader should get the children to say "over-one, under-one" as he weaves his sample and as they try to weave their own mats.

The recreation leader can give the children a great deal of help, both in the craft and in language development, as he moves from one child to another while they work. They should show them how to push the strips together to make the mat neat and tight, and he can help them paste the loose ends down and trim them. During these individual conversations he can use the same questioning technique, within the range of the children's knowledge of English, that is described in the model for pattern-sequencing based on tie-dyeing (for Teeners).

Children who become expert at this elementary level of weaving can be shown how to make other patterns: e.g., over two, under two; or over one, under two; etc. Older children can make their own "looms" from a piece of strong cardboard, notched at regular intervals as in the sketch; then they can wind wool around the cardboard to make the warp threads and weave other wool in and out on both sides of the cardboard. If basket weaving is a community craft, the older children might visit an expert and learn from her.



One end of a cardboard loom,

showing wool wrapped around as the warp.

Level 1

Vocabulary

- -- paper, strip (of paper), grass, blade (of grass), mat, loom, edge, end, pattern, paste, row
- -- weave, cut, trim, paste, fasten, make, collect, push, pull, put, begin
- -- even, straight, crooked, tight, loose, smooth, neat, easy, pretty
- -- carefully

Structural emphasis

(a) make + direct object
make + direct object + adjective

(b) not + adjective + enough

too + adjective

(c) over/ under contrast

E.g.,

(a)
Make (a mat/ a pattern/ a loom/ ...).

Make it (even/ straight/ neat/ ...).

(b) It's not (tight/ straight/ even/ ...) enough.

It's too (loose/ crooked/ tight/ ...).

(c) Put it over one strip and under one strip.

Basic Language

I'm going to make a mat. I'm going to weave it.

This brown paper is my loom.

I'm going to weave these white strips in my loom.

I'm going to weave them over and under. Look!

Begin here.

Over one brown strip, under one brown strip, ...

Now look at the next row.

This time I'm going to begin under.

Under one brown strip, over one brown strip, ...

Over - one, under - one ...

Say it with me. It's easy.

How should I begin this time?

Over or under? Right. Say it with me.

Look. It's not tight enough. It's too loose. I'm going to push the strip up. Now it's tight. It's neat.

Look. This strip is not straight enough. I'm going to make it straight. Now it's straight and neat.

Look. This edge is not even enough. I'm going to pull this strip. I'll pull it carefully. Not too much! Now it's even. Now I can paste this end down.

Can you do it? Can you weave?

Try! I'll help you.

(in individual conversations)

What a pretty mat!

What pattern are you making?

What colour is this?

Is this right? Count.

How many strips is this piece over?

How many strips should it be over.

Did you begin over or under here?

Where should you begin this time?

141a

Activities for the Midders

(approximately 7-10)

MODEL OF PATTERN-SEQUENCING: JIG-SAW PUZZLES

The model of pattern-sequencing for use with the Midders in their jig-saw puzzle sessions has been prepared in connection with a particular picture (see page 143) so that the sentences will have some significance to a reader. Naturally, the exact words and spatial relationships will vary according to whatever picture puzzle is being put together.

It is assumed that no Midders will come to a summer recreation program with absolutely no knowledge of English whatever (although if this should happen, the child would still be able to understand the activity because all the words and sentences are based on a visual situation). The Midders will have attended school for at least a year, and during that time they will almost certainly have learned some vocabulary, at the very least. Some of them will know a great deal of English. However, it is probable that many Midders will have a very poor structural foundation in English and will benefit greatly from individual conversations based on the patterns that follow, with the recreation leader.

This pattern-sequencing model is built around the concept of spatial relationships expressed by prepositional phrases. Other structural emphases are: the use of the Simple Present tense, the use of /s/ and /z/ sounds to show possession with sounds (e.g. the woman's hand), and the very useful "preparatory there" pattern (e.g. There's a knife in her hand). Additional aims of the conversations with individuals are to enrich their vocabulary, making it more precise, and to help the children understand that they can answer many questions and make many statements about one thing.

It is a good idea for the recreation leader to talk with the whole group first about the picture of the jig-saw puzzle (which is always on the cover of the box), so that the children know the necessary words. Examples of suitable questions for this initial picture-talk are:

Who is this?
What's this? What are these?
What are they doing?
What's she holding?
What colour is this?
What's the little boy wearing?
...etc.

In a large picture there is probably too much to talk about all at once, but at different times most or all of the vocabulary in the check list on page 147 should be used.

In fact, the sequenced patterns in this model are intended mainly to be used with the picture, because the picture remains the same. A recreation leader cannot sequence his talk about the putting-together of the puzzle because he cannot control the conditions. Patterns selected by predetermined emphasis, for talk about putting the puzzle together, are listed at the end of the sequence and should be used as required by the circumstances.

Thus, in the individual conversations a recreation leader will have the child look at the picture while he points out different things and talks about them with him, using all the patterns of the sequence, beginning with the simplest. Afterwards, the child will be better able to talk about where to try to fit the puzzle pieces. It is not intended, of course, that the leader will try to go through all the patterns at one sitting.

The recreation leader must avoid two pitfalls. First, he should not omit any of the listed patterns, thinking that it is so simple that the child is sure to know it. He should use each pattern at least once with every individual in order to check that the child can produce each sentence pattern correctly in the appropriate situation. Second, he should not insist on "teaching" a child the things that youngster already knows. For instance, if he begins by asking, "Where's the yellow basket?", and the child answers correctly, "It's on the blanket beside the big box," the recreation leader should recognize the child's capability in understanding that question pattern and producing a very good answer; the leader should not proceed laboriously through all the talk suggested for use with a child whose responses might be merely to point to the basket or to say the single word, "There!"

The first part of this model has been planned to allow a child to hear the prepositions needed for talk about the picture and to show their understanding; he is not expected to recall and produce the prepositions, in their sentence patterns, until after he has learned to recognize them in the flow of speech and understand the relationship.

Vocabulary Check List for the Picture-Talk

Nouns*

basket
beads
belt
bench
blanket
bottom
box
boy
brother
children
dress
edge
face
father
feather
girl
grass
ground
hair
hand
handle
head
headband
jacket
knife
left
log
man
mother
necklace
pants
people
picture
pole
right
side
sister
sky
sleeve
strips
top
tree
water
woman

Verbs:

cut hold make sit stand wear

Adjectives: (the colours)

light (blue) dark bright plain
big small little thin
old straight long short

* (a) The family relationship words, such as father, are not necessary to the picture-talk, but they are useful.

(b) Other parts of the body, such as eye, nose, etc. may also be useful when putting the puzzle together.

MODEL OF PATTERN-SEQUENCING: JIG-SAW PUZZLES

M-1

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
Recognition of the prepositions and the meaning of the relationship (a) on/in	Let's look at the picture on the box. What's this? Right. It's a blanket. It's a red blanket. Who is on the blanket? Who else? The little girl is on the blanket, too. Anyone else? Yes, the little boy is on the blanket. Is the man on the blanket? No, he's not. He's not on the blanket. What's this? It's the grass. What's on the grass? Right. The box is on the grass. What else? Good. The blanket is on the grass. Anything else? Yes, the log is on the grass. What are these? Right. They're baskets. They're small baskets. And what's this? Right. It's a box. It's a big brown box. What's in the box? Right. Some small baskets are in the box. Now tell me about the picture.	What's on the grass/ blanket/ground? What's in the box/woman's hand? Who is on the blanket? + What else? Who else?	(the blanket) (The blanket) is. (The blanket) is (on the grass).

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
(b) under/beside	What's this? Right. It's the grass. And what's this? Right. It's a blanket. What's under the blanket? Right. The grass is under the blanket. What are these? Right. They're baskets. What's under the baskets? The blanket is. The blanket is under the baskets. Who are these? A woman, a girl, and a boy. They're people. What's under the people? Right. The blanket is under the people. Now look at the woman. Who is beside the woman? Right. The little girl is beside the woman. Who is beside the little boy? The little girl is beside the little boy. Now tell me about the picture.	What's under the blanket/ baskets/ logs/big box/ people? What's beside the big box/ small red and yellow basket? Who is beside the woman/ little girl/little boy/ big box?	(the grass) (The grass) is. (The grass) is (under the blanket).
(c) behind/ in front of	Look at the man. Is the man beside the little girl? No, he's not. He's behind the little girl. Who is behind the little girl? The man is. The man is behind the little girl. What is behind the man? Right. The tree is behind the man. Now look at this big yellow and green basket. It's in front of the woman. What's in front of the little boy? Right. A big white and red basket is in front of the little boy. Now tell me about the picture.	Who is behind the girl/ yellow and green basket/ white and red basket? What's in front of the woman/girl/boy?	(the man) (The man) is. (The man) is (behind the girl).

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
(d) around/between	Show me the boy. Now look at his head. What's around his head? It's a headband. It's a red headband. The headband is around his head. Show me the man. Look at his brown jacket. What's around the jacket? A belt. It's a long red belt. The belt is around the jacket. Tell me who these people are. Right: a woman, a little girl, and a little boy. Who is between the woman and the boy? The little girl. The girl is between the woman and the boy. Now look at the tree and look at the girl. Who is between the tree and the little girl? Good. The man is between the tree and the little girl. He's between the girl and the tree.	What's around the boy's head/girl's head/man's head/woman's hair/woman's neck/man's jacket?	(a headband) (A headband) is (around his head).

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
Answering "Where?" questions. (It's) (on the grass). They're (in the box).	Let's talk about the picture. Where's the blanket? It's on the grass. Where's the tree? It's behind the man. Where's the necklace? It's around the woman's neck...etc. Where's the man? He's in front of the tree. Where's the little girl? She's between the woman and the boy...etc. Where are the small baskets? They're in the big box. Where are the logs? They're on the grass...etc.	Where's the (blanket)? Where's the (man)? Where are the (baskets)?	It's (on the grass). He's (in front of the tree). She's (beside the big box). (Any accurately used prepos tional relationship should be accepted).

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
Answering "yes-no" questions with prepositional phrases. Yes, (it) is. No, (it's) not. Yes, they are. No, they're not	Show me the big box. Is it on the ground? Yes, it is. The box is on the ground. Is the tree in front of the man? No, it's not. It's not in front of the man. Where is it? It's behind the man...etc. Is the woman beside the girl? Yes, she is. Is the boy beside the woman? No, he's not. He's not beside the woman. He's beside the girl...etc. Are the small baskets in the big box? Yes, they are. Are the logs in the box? No, they're not. They're not in the box. They're behind the box...etc.	Is the (man) (in front of the tree)? Is the (necklace) (around the boy's head)? Where is (it)? Are the (children) (on the blanket)? Are the (logs) (on the blanket)? Where are they?	Yes, (he) is. No, (it's) not. (It's) (around the woman's neck). Yes, they are. No, they're not. They're (on the grass).
Answering "alternative" questions with prepositional phrases. (It's) (on the grass). They're (on the blanket).	Show me the necklace. Is the necklace around the woman's neck or around the boy's neck? Right. It's around the woman's neck. Is the boy beside the woman or beside the little girl? He's beside the little girl. Is the woman on the blanket or on the grass? She's on the blanket? Are the small baskets in the box or on the grass? They're in the box.	Is the (woman) (on the blanket) or (on the grass)? Are the (logs) (in the box) or (on the grass)?	(She's) (on the blanket). They're (on the grass).

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
Answering "Where?" questions with verbs in the Present Continuous tense and prepositional phrases. (He's) (sitting) (on the blanket).	Look at the people in the picture. Who are sitting? Right. The woman, the little girl, and the little boy. Where's the woman sitting? She's sitting on the blanket. She's sitting between the big box and the little girl. Who is standing? The man is. Where's the man standing? He's standing behind the little girl. He's standing in front of the tree.	Where's the (man) (standing)? Where are the (children) (sitting)?	(He's) (standing) (in front of the tree). They're (sitting) (on the blanket).
Answering "What?" questions with verbs in the Present Continuous tense and prepositional phrases. (She's) (holding) (a knife) (in her hand).	Look at the woman's hand. What's she holding in her hand? A knife. She's holding a knife in her hand. What's she wearing around her neck? She's wearing a necklace around her neck. Look at the man. What's he holding in his hand? He's holding some strips of wood in his hand.	What's she holding in her hand? What's (she) wearing around her neck/around his head/in his headband? What's she cutting with the knife?	(She's) (holding) (a knife) (in her hand).

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
Answering "yes-no" questions with verbs in the Present Continuous tense and prepositional phrases. Yes, (he) is. No, (he's) not. Yes, they are. No, they're not.	Look at the children. Is the girl sitting on the blanket? Yes, she is. She's sitting on the blanket. Is she sitting on the grass? No, she's not. She's not sitting on the grass. Where is she sitting? She's sitting on the blanket. How many people are sitting? Right: three. Where are the three people sitting? They're sitting on the blanket. Are they sitting on the blanket? Yes, they are. Are they sitting on the grass? No, they're not. They're not sitting on the grass.	Is the (man) (standing) (behind the girl)? Is the (man) (holding) (a knife) (in his hand)? Are the (children) (sitting) (beside the logs)? Are they (sitting) (in front of the man)?	Yes, (he) is. No, he's not. No, they're not. Yes, they are.

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
. Answering "alternative" questions with verbs in the Present Continuous tense and prepositional phrases. (He's) (wearing) (a belt) (around) his jacket) They're (sitting) (on the blanket).	Point to the man. Is he standing behind the tree or in front of the tree? He's standing in front of the tree. Look at the woman. Is she holding a knife or a log in her hand? She's holding a knife in her hand. Look at the children. Are they sitting on the blanket or in the box? They're sitting on the blanket.	Is (she) (holding) (a blanket or a knife) (in her hand)? Are the (children) (sitting) (on the grass) or (on the blanket)?	(She's) (holding) (a knife (in her hand). They're (sitting) (on the blanket).
.Answering "yes-no" questions with "preparatory there" and prepositional phrases (singular) Yes, there is. No, there's not.	Look at the baskets. Show me the yellow and green basket. What's this? A handle. It's a handle. Is there a handle on the basket? Yes, there is. There's a handle on the basket. ...etc. Look at the big box now. Is there a handle on the box? No, there's not. There's not a handle on the box...etc.	Is there (a knife) (in the woman's hand)? Is there (a basket) (in the man's hand)?	Yes, there is. No, there's not.

Objectives	Preparatory Talk by Recreation Leader	Leader's Patterns	Child's Possible Acceptable Responses
0. Answering "yes-no" and "how many?" questions with "preparatory there" and prepositional phrases (plural). Yes, there are. No, there are not. There are (3) (people) (on the blanket). + many	Look at the big box. Are there many baskets in the box? Yes, there are. There are many baskets in the big box. Are there many children in the picture? No, there are not. There are not many children in the picture. There are only 2 children in the picture...etc. How many people are there in the picture? Right. 4. There are 4 people in the picture... etc.	Are there many (baskets) (in the picture)? How many (people) are there (on the blanket)?	Yes, there are. There are (3) (people) (on the blanket).
1. Answering questions about positions on a picture. The (sky) is (at the top) of the picture.	Show me the sky. It's at the top of the picture. Look at this strip of wood. It's at the bottom of the picture. This tree is on the right side of the picture. This log is on the left side of the picture...etc.	(a) What's (at the top) of the picture? (b)Where's the (boy)?	(the sky) The (sky) is (at the top). The (sky) is (at the top) of the picture. (He's) (on the right side) of the picture.

Jig-saw puzzles

M-1

The following patterns can be used as needed to help the children put the puzzle together.

1. go e.g.,

- Where does this (blue) piece go? It goes in the (sky).
  at the (top) of the picture.
- Where do (these beads) go? They go (around the woman's neck).
- Does this (blue) piece go in the (sky)?
  No, it doesn't. It's (dark blue). It's part of the (water).
  It goes (under these brown pieces).
- Does this (red) piece go in the (girl's jacket) or in the (blanket)?
  It's (bright red). It goes in (her jacket)..

2. fit e.g.

- This piece fits in the (border). It has a (straight edge).
- Does this piece fit in that one? Yes, it does.

  No, it doesn't.

  It's too big.

---

3. have e.g.

- This piece has (a straight brown line). It's part of the (pole).
- Does that piece have (a white strip)? Yes, it does*.

  No, it doesn't.
- Do you have any (black) pieces on your side? Yes, I do.

  No, I don't.

---

* or, Yes, it has. / No, it hasn't / Yes, I have. / No, I haven't.

4. try e.g.

- Try this (green) piece (under the logs).
- I tried it (under the logs), but it didn't fit.
- Did you try those (green) pieces (beside the man)? Yes, I did.

  No, I didn't.

5. part of. e.g.

- These (red and brown) pieces are part of the (belt).
- This (straight brown line) is part of the (pole).
- What is this (black) piece part of?

  It's part of the (tree on the left side).
- Is this (red) piece part of the (jacket) or the (blanket)?

  It's (bright red). It's part of the (jacket).

6. What kind of: What for? e.g.

- What kind of piece are you looking for?

  I'm looking for a (brown and blue) piece.

  What for?

  ... for the (feather in the man's headband).

- What kind of piece do you need?

  I need a (black and red) piece.

  What for?

  ... for the (headband around the boy's head).

7. some, all e.g.

- Are all the pieces (on the table)?

  No. Some are (on the table) and some are (in the box).

- Do all the (blue) pieces go (in the sky)?

  No. Some go in the (water), some go in the (man's pants), and some go in the (boy's jacket).

Hopscotch M

There are probably as many variations of the game of Hopscotch as there are players. Recreation leaders would be well advised to adapt the version of the game written here, or their own memories of Hopscotch, to any local custom that is already well established.

Hopscotch is played on a court drawn out, like the diagram below, either with chalk on the pavement or with a stone in smooth earth. Play consists in throwing a small, flat stone into each numbered square in turn, hopping or jumping into that square by a prescribed method, picking up the stone, and hopping or jumping back out of the court.

If any mistake is made, the player must stop and let the next player have a turn. When his next turn comes around, the player begins from the point at which he stopped.

The hopping and jumping sequence is as follows:

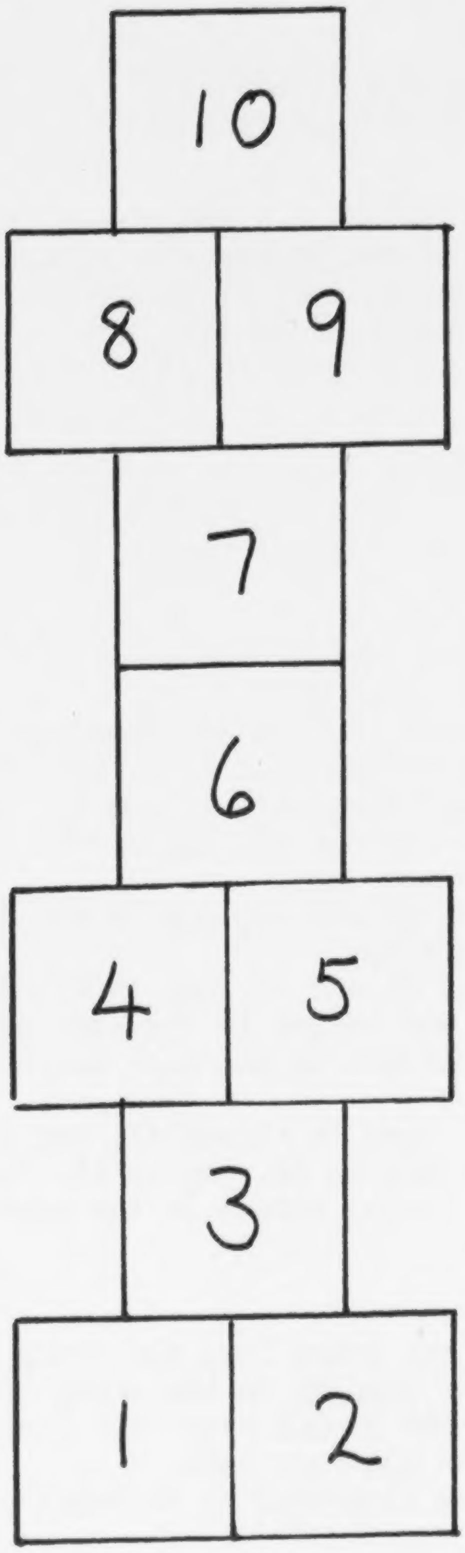
Square #1: Hop in, jump out.
Square #2: Hop in #1, hop in #2, then hop back out through #1.
Square #3: Jump with one foot in #1 and one foot in #2, hop into #3, turn and jump into #1 and #2, jump out.
Square #4: Jump in #1 and #2, hop in #3, hop in #4, turn, and return in the same way.
Square #5: Jump in #1 and #2, hop in #3, 4, and 5, turn, and return in the same way.
Square #6: Jump in #1 and #2, hop in #3, jump in #4 and 5, hop in #6, turn, and return in the same way.
Squares #7-10: Continue in the same pattern.

Thus, square #10: Jump in #1 and #2; hop in #3; jump in #4 and #5; hop in #6; hop in #7; jump in #8 and #9; hop in #10; turn; return in the same way.

Mistakes:

1. Throwing the stone into the wrong square.
2. Hopping or jumping in the wrong order.
3. Touching the ground with both feet when the player should be hopping on one foot only.
4. Touching a line when he is hopping and jumping.

This game was selected partly because the children can continue playing it later, and using the language they have practised, long after a LEREC summer recreation program has been completed.



A Hopscotch Court, as

described in the version on the previous page.

Level 1

Vocabulary

- court, square, line, number,
  foot/feet, mistake
- hop, jump, throw, land on, bend over, pick up,
  turn around, make (a mistake), draw, find, wait,
  finish, begin, remember, forget, work on,
- clear, smooth, flat, sharp, right, wrong, ready
- everything
- in order, out of order

Structural Emphasis

(a) order of events, with first, then, next

(b) Simple Past tense

(c) have to + Verb

(d) with (instrument) and without

E.g.,

(a) *First*, hop into the square. *Then* pick the stone up.

(b) What square *did* you *finish*?
I *finished* everything for square 5.

(c) What *do* you *have to do* next?
I *have to begin* square 6.

(d) Draw the lines *with* a sharp stone.
I did everything *without* a mistake.

Hopscotch

Game Language

We must find a clear, flat place.
The ground must be smooth.
Now find a sharp stone. (or a piece of chalk for inside play)
Draw the hopscotch court here.
Draw it with the sharp stone.
Write the numbers in the squares, too.
Write them with the stone.

Do you all have a small, flat stone?
That's your throwing stone.
Who will be first? Peggy?
Throw your stone into square 1, Peggy.
Hop into the square.
Bend over and pick up your stone.
Don't put your other foot down!
Don't hop into another square!
Don't hop on a line!
Now turn around and hop out of the court.
You finished everything for square 1.
You didn't make any mistake.
Now you have to start square 2.

What square are you working on now?
Are you working on square 5?
It didn't land in square 5. You didn't throw far enough.
That's a mistake. It's Betty's turn now.

What square are you ready for now, Betty?
Did you finish everything for square 3?
First, you have to finish everything for square 3.
Then you can go on to square 4.
Throw your stone.
It rolled out of the square. You'll have to wait for your next turn.

What happened? You didn't hop into the squares in order. You forgot.
Never mind! You can try again next time.
Remember, first you have to hop into square 3 and then into square 4.
Then you have to pick up the stone and hop back.

Are you ready for square 5 now?
Remember, now you have to jump with both feet in squares 3 and 4.
Right. You have to jump, hop, jump, and then hop into square 5.
Turn around and come back.
Jump, hop, jump. Hop out. Good.

Brenda hopped on a line. That's a mistake, too.
Wait for your next turn, Brenda.
Remember, you're ready for square 8.

Did you finish, Peggy?
Good. You're the first winner.
You did everything without any mistake.

Level 2 and 3 Language

1. before and after

The same temporal sequence that is expressed in two Level 1 sentences with first and then can be stated in one complex sentence with either before or after, e.g.,

After you hop into the square, you have to pick the stone up.

After you finish everything for square 4, you may go on to square 5.

What do you have to do after you hop into the square?

Level 2 ...I have to pick the stone up.
Level 3 I have to pick the stone up after I hop into the square.

Before you may pick up the stone, you have to hop into the square.

Before you may go on to square 10, you have to finish everything for square 9.

What do you have to do before you may pick up the stone?

Level 2 ...hop into the square.
Level 3 I have to hop into the square before I may pick up the stone.

2. Why? and because

While one child is playing, the leader will often have time to talk to the others about the game. During that talk there are likely to be many opportunities for discussing why certain things have happened; in this way, the children will learn that the rules of the game, rather than the leader's arbitrary decisions, are the reasons that a child can continue playing or must wait for another turn.

e.g.,

She lost her turn because	her stone landed in the wrong square.
	her stone rolled out.
	she put both feet in one square.
	she hopped on a line.
	she hopped in the wrong order.
	...etc.

Why did Betty lose her turn?

Level 2	...because she hopped on a line.
Level 3	She lost her turn because she hopped on a line.

3. If

Rules can be stated in conditional form, but leaders should be careful to say these sentences when the appropriate situation occurs, or when they demonstrate the meaning themselves, e.g.,

A	B
If you hop on a line,	that's a mistake.
If you hop in the wrong order,	you lose your turn.
If your stone rolls out,	you must wait for your next turn.
..etc.	you must give the next girl a chance.

What happens if you hop on a line?

Level 2	...you lose your turn
Level 3	If you hop on a line, you lose your turn.

M

Hide and Seek

This game is another long-time favorite, which the children can continue to play by themselves long after the summer recreation program is finished. Thus, the language patterns that they use while playing it will be used many times in the future.

Like Hopscotch, Hide and Seek has many small variations, and the recreation leader should not attempt to change any rules which the children have already learned, unless there is some important reason to institute a change.

In this LEREC version a child is chosen to be "It." The children agree on the boundaries beyond which they should not go to hide, and they decide on the counting method "It" should use that day. At a given signal "It", who is standing at "Home" with his back to the children, covers his eyes and starts to count in the agreed manner. All the other children run off and hide. When "It" finishes counting, he shouts "Ready or not, I'm coming", and goes to look for the hiders. The hiders try to sneak home without being seen. If they do, they are safe and shout "Home free." If "It" sees one, he names him ("1-2-3 on Johnny") and tries to tag home before Johnny gets there. If "It" tags home first, Johnny is out. "It" continues to look for all the children and put them all out. The one who was caught first will become "It" next.

The boundaries the children set for themselves need not be the same every time, just as the counting-method may change each time. A different child each day may be asked to set the boundaries and prescribe the counting-method.

One rule that should be enforced is that "It" must not linger near "Home" waiting to tag the hiders out; he must go out looking for them, or seeking, as the name of the game declares.

Hide and Seek

Level 1

Vocabulary

- hide, seek, look for, go, run, count, stand, cover, shout, see tag, get, stay, wait
- "Home", eyes, (the names of the places and things in the area)
- the numbers from 1 - 1,000

Structural Emphasis

a. can + verb

b. prepositional phrases showing position

c. must + verb

d. a counting-method formula

E.g.,

a. Where can (you) (hide)? (We) can (hide) __________.
What can (you) do? (You) can (wait there) or (you) can (run back).

b. ...(under) the (boat)

c. How must "It" count? He must count by ...

d. Count by (1's to 50 / 2's to 100 / 5's to 200 / 10's to 500 / 20's to 1,000).

Game Language

Everybody will hide. Then "It" will look for you; he will seek you. That's what seek means.

Where can you hide?

Don't go too far away.

Let's not go (beyond) the (school).

We can hide (behind) the (tree).

How must "It" count today?

He must count by (1's to 50).

This tree is "Home."

"It" must stand here. He must face "Home." He must (cover his eyes / count to 50 / shout "Ready or not, I'm coming"/ go and look for you / shout "1-2-3 on Johnny").

What must you do? You must (hide / try to tag "Home" first / not let "It" see you / shout "Home free!").

Examples of Level 2 and 3 Language

If, e.g.,

If he sees you, he'll shout, "1-2-3 on Tommy."

If "It" gets "Home" first, you'll be out.

If you get "Home" first, you'll be safe.

If you are the first one out, you'll be "It" next.

What will happen if he sees you? ... etc.

Level 2 ... he'll shout, "1-2-3" on me.

Level 3 If he sees me, he'll shout, "1-2-3" on me.

Should, e.g.,

You should have	shouted louder. run faster. hidden better. counted to 500. covered your eyes.
You shouldn't have	gone beyond the church. kept your eyes open. stayed near "Home."

What should you have done?

Level 2 ... counted to 500. ... etc.

Level 3 I should have counted to 500.

Why?, e.g.,

Why did "It" find you right away?

Level 2 ... because I didn't hide quickly.

... because he saw my red cap.

Level 3 He found me right away because he saw my red cap.

Why is Johnny "It" this time?

Level 2 ... because he was the first one out last time.

Level 3 Johnny is "It" this time because he was the first one caught last time.

Why didn't you get home free?

Level 2 ... because I didn't run fast enough.

Level 3 I didn't get home free because I didn't run fast enough.

M

Making a Mask

Masks are great fun in themselves but are also useful as simple "props" in story-telling, dramatic skits, and variety shows. The children may make masks first and compose a story from their masks, or they may want to make special masks to illustrate a story they have already heard. In any case, the masks should be displayed and used in some way after the children have finished them.

Mask-making is an easy, natural way of helping young ESL learners know the names of some of the smaller facial features that are not always taught in school classes. During the mask-making session the children have an opportunity to talk about themselves and their own faces. Later on, when they use the masks in dramatic skits, even shy children may be willing to talk when their faces are hidden behind masks.

Mask-making is suggested as an art activity for the Midders partly because few materials are needed. Even in rather isolated communities, it is usually possible to collect some large paper bags if the children are warned well ahead of time to save them. The children can plan during "Today and Tomorrow" to collect scraps of fur, feathers, etc.

The recreation leader should encourage originality, three-dimensional features, bold colours and large features, and care in cutting. He will save demonstration time, permitting the children to start their own masks more quickly, if he has already prepared several different examples himself. However, when the children start work, he should not keep his examples out for the children to copy.

A useful technique for language practice is for the leaders to demonstrate the method and then go over the steps again, asking the children leading questions, such as "What should I do first? What should I do after that? What should I be careful about?", etc. In this way, the children are reminded about what to do and they also have a controlled practice of vocabulary and patterns, which the leader can continue during individual conversations while the children are working.

Reference to the third model of pattern-sequencing, based on tie-dyeing, will give the leader further suggestions for language practice through questioning.

Materials needed: large paper bags; scissors; paste; paints and paintbrushes, or crayons; pencils; collected scraps of fur, feathers, long grass, wool, cloth, etc.

Procedure

1. Have all the materials ready.
2. Demonstrate:
    a. trying the bag on and marking lightly the positions of eyes, nose, and mouth;
    b. different ways of making protruding features (e.g., nose, ears) by partially cutting the shape and pulling the paper outwards, or pinching the paper, or adding paper or other material;
    c. careful cutting of eye-holes and, possibly, other openings;
    d. additions of scraps for moustache, beard, eyebrows, and hair, etc.
3. Discuss the use of suitable bright colours and encourage big, bold features.

Level 1

Vocabulary

- -- face, head, mask, paper bag, eyes, nose, ears, mouth, cheeks, lips, teeth, hair, eyebrows, moustache, beard, forehead, chin, (+ any other facial feature), paint, brush, scissors, paste, scrap, fur, feather, grass. cloth, wool, circle, oval
- -- try, cut, pull, pinch, add, fold, feel, mark, paint, paste, put, make, stick on, stick out, spoil, turn, smile, frown
- -- the colours
- -- carefully, lightly
- --round, painted, thick, thin, long, short, open, closed
- -- above, over, under, through, between, around, in the middle of

Structural emphasis

(a) can/ must contrast

(b) to look like something

(c) made of

(d) prepositions showing position

E.g.,

(a) You can (paint the mouth red/ put fur on the chin/ pinch the paper/ ...).
You must (cut holes for the eyes/ cut carefully/ try the bag on/...).

(b) The eyes look like circles.
The long grass looks like a beard.
The wool looks like hair.

(c) His	beard moustache hair	is made of	grass. fur. wool.

(d) The (moustache) is (over the mouth).

Making a Mask

Basic Language

Look at my mask. What's my mask made of? It's made of paper. It's a paper bag.

How can you make a mask?

A mask looks like a face.

You can paint it, and you can put other things on it.

First, you must mark the right places.

Fold one side of the bag in half, like this.

Put the bag on your head.

Touch your nose through the fold.

Mark lightly with your pencil the place over your nose. Mark the place over both eyes. Mark the place on the bag over both ears.

Now take the bag off and look at my masks again.

What does a nose look like? A nose sticks out.

How can you make a nose? Look.

You can paint a nose, or pinch the paper together.

You can cut most of the nose, and pull the paper out.

You can cut a big nose from some other paper and paste it on.

You must paste it in the middle of the mask.

What do the eyes look like? They look like circles.

You must cut two holes for the eyes.

Why? You want to see out.

You must cut carefully, like this.
Don't make the holes too big.
You'll spoil the mask.

How can you make the mouth?
It can turn up and smile, or it can turn down.
It can be open or closed.
You can paint the lips. What colour will you paint them?
What can you put in the mouth?

How can you make the ears? (questions as before)

What can you put over the mouth?
What can you put (on the chin/ above the eyes/ on the top/ ...)?

What does that fur look like?
It looks like a moustache... etc.

Notes

1. This kind of art activity, in which the children are encouraged to be original and creative, is a suitable time for the "What else?" question, which permits the children to continue answering in the same pattern while substituting their own suggestions.

2. Talk about the facial features provides a special opportunity for practice of plural nouns.

3. An extra opportunity for practising look like comes at the end when the children have finished their masks and put them on to show the other children: "That's Peter. What does Peter look like? He looks like a (bear)!"

Examples of Level 2 and 3 Language

1. if (with not), e.g.,

If you don't cut holes, you won't be able to see.
If you don't try the bag on, you'll cut in the wrong places.
If you don't cut carefully, you'll spoil your mask.

What will happen if you don't try the bag on? ...etc.

Level 2 ...we'll cut in the wrong place.
Level 3 We'll cut in the wrong place if we don't try the bag on.

2. Infinitive, to show purpose, e.g.,

We can use the	fur	to make	a moustache.
	grass		a beard.
	feathers		the eyebrows.
	wool		the hair.

How can we use the fur? ...etc.

Level 2 ...to make a moustache.
Level 3 We can use the fur to make a moustache.

Other Manual Creative Activities

If there are many rainy days during the summer, the Midders may want to spend their time indoors making things.

Some simple crafts that can be organized for this age-group and that do not require money because local or scrap materials are used are:

--making small models of people, animals, houses or other things, out of scrap materials found on a nature walk or collected around the village, such as pine cones, nuts, hard berries, sticks, bark, moss, roots, beads, buttons, wool yarn, toothpaste tube caps, etc. Glued together in imaginative ways, these can represent a whole scene, such as a dog sled with a hunter or a canoe with paddlers, and so on.

--making toy people from spools and toy furniture from match boxes.

Empty thread-spools, which can be collected over a period of time, make interesting toys when joined in different ways with thread or wire. Faces can then be painted on or drawn on with crayons.

Empty match boxes, when glued together in different ways, make interesting toy furniture because the "drawers" of articles like desks and dressers can be pulled open and pushed shut.

--making puppets.

A recreation leader may have his own favourite way of making simple glove puppets that can be worn over a hand for stories or dramatic play. An old sock makes a good glove puppet, and it does not cost anything.

An interesting animal face can be made on the sock by cutting a circle out of the toe, sewing in an extra bit of cloth, like a gusset, to form the lips, and adding a long strip of cloth in the middle of the lips to form the tongue. This "mouth" can be made to open and close by the movement of the child's hand inside the sock.

Every recreation leader may know how to make other interesting things from local materials. He should use his ideas and adapt the LEREC language-teaching suggestions to those activities. In particular, the question patterns outlined in the "Model of Pattern-Sequencing" based on tie-dyeing (page 194) will be useful for any activity in which the children are making things. The leader will be able to carry on conversations about the work as he goes from individual to individual while they are busy.

Swimming

Important note

These notes are intended for use only by those recreation leaders who also happen to be qualified swimming instructors.

Recreation leaders who are not qualified as swimming instructors should not take the responsibility of supervising a group of children playing in the water.

The leaders are reminded that even play on a beach needs very careful supervision because, in their excitement, young children may run into the water and get into difficulties. A tragedy can occur even in a few inches of shallow water.

Publications

Qualified swimming instructors should have a copy of Instructor's Guide and Reference, published by the Water Safety Service of the Canadian Red Cross Society. This is available at a cost of $1.50 from:

Canadian Red Cross Society
Saskatchewan Division
2571 Broad Street
Regina, Saskatchewan.

Another excellent publication for instructors to read is the leaflet entitled, 'Mouthfuls" (#50, August, 1970). This is available at a cost of $.25 from the same address.

Language

Swimming lessons are not a time to expect much speech from the children. Their language development will come mainly from the immediate opportunities they have to put into practice the instructions they have heard and the demonstration they have seen, followed by corrective language (or feedback) and another opportunity to try to make their actions more like the speech and the demonstrations. In other words, the instructor will do most of the speaking.

The language necessary for instruction is shown in the detailed outlines for developing each swimming skill and stroke, contained in the instructor's guide-book.

There is no attempt, therefore, to list in this LEREC program all the vocabulary and patterns that will be used. Rather, the following suggestions are offered to the instructor concerning his use of language.

1. Simplifying the language.

Recreation leaders who train themselves to speak in the simple formulas and patterns of the LEREC program will be able to express themselves very clearly. Some Level 2 and 3 sentences will be necessary, especially to express the simultaneous actions of the swimming strokes. The children will be better able to pay attention to those complex sentences, and to understand their meaning better, if the instructor uses Level 2 and 3 language sparingly.

For instance, the children may have difficulty in following the implications of a sentence with a long if clause, especially if they do not see the corresponding situation at the moment the leader is speaking the sentence. Instead, the leader can use two shorter sentences:

Instructor's manual: "If bending of the knee\to any great extent occurs on the down beat, it will tend to slow a person down."

LE-REC instructor: "Don't bend your knee much. That will slow you down." or, "You'll slow down, if you do."

Instructor's manual: "John, show us how you are using your arms. Notice how he has his elbows up high but his hands are near the water."

LE-REC instructor: "Stop, everybody. John, do that again. Look at John. His elbows are high. Are his hands high? No, they're not."

2. Imperatives.

Swimming is a time when the instructor need not hesitate to use direct imperatives, even negative imperatives. Learners of swimming do not seem to be offended by instructions in command form provided, of course, that the instructor's manner is not dictatorial or fault-finding. His commands will be even clearer if he remembers to use words showing the time sequence, e.g.,

First bend your knees and hips.
Then straighten your legs.

3. "Whole-part" method.

The swimming expert who gave the lectures re-printed in the leaflet mentioned at the beginning, "Mouthfuls", advocates the "whole-part" method of learning to swim. That is, the learners attempt a whole skill as best they can and then try to improve one aspect of their attempt at a time.

Sentences with but are useful for this method of learning, e.g.,

Do the dog paddle, but this time lift your hands out of the water.

Swim one width again, but this time try to breathe twice.

4. Instilling confidence.

Above all, children who are learning to swim need to become confident in the water and to gain confidence in their own ability.

The leader will therefore strive to show the child how much he can do, and patterns with the word can will occur frequently in his speech. Likewise, he will find himself using the encouraging word, try, especially with infinitives.

5. Feedback.

Feedback is very valuable to a person learning a skill. Used positively, it can help the learner gain the confidence he needs, as he is led to see that he can now do something that he could not do before, e.g.,

Yesterday you swam the crawl for a length, but today your head is turning, not lifting. It is looking much better."

In this kind of comparative feedback the instructor probably uses the Simple Past tense first and contrasts it with a present tense.

6. Co-ordination.

The most useful Level 2 and 3 language patterns are probably those of timing because the most important aspect of mastering swimming skills is to co-ordinate several bodily movements, e.g.,

As soon as you breathe, turn your face back into the water.
As soon as your hands reach your hips, swing them outwards.

Breathe when your hands are beneath your shoulders.
Don't rub your eyes when you come up out of the water.

As you draw your legs upwards, turn your soles inward.
As your arms move in under your chest, your legs move up towards the hips.

While you're kicking, move your arms, too.

Don't inhale until you turn your head.

4 OF 4

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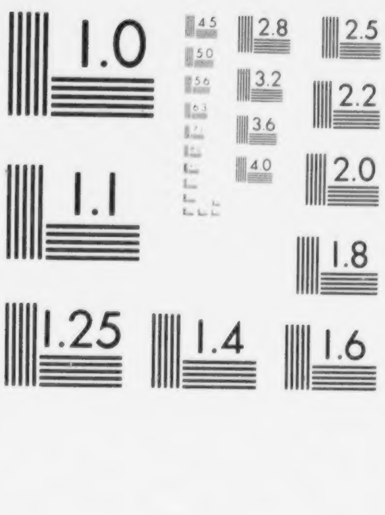


MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

183a

Activities for the Teeners

(approximately 11- 14)

MODEL FOR PATTERN-SEQUENCING: CRAFTS

It is virtually impossible to conceive of a quiet activity, appealing to most young teen-agers, that would remain static enough to permit the formation of one unchanging pattern-sequence for use in conversations with individuals. Likewise, it is unrealistic to suppose that the children in this age-group will all know the same English vocabulary and have the same degree of fluency in speaking English. Probably most of the Teeners will have little difficulty in understanding English kernel sentences spoken clearly in the presence of a situation they can see, but probably many of them will need a great deal of practice in using certain patterns accurately and specifically. They probably also need to develop a more extensive, precise vocabulary.

For these reasons, the model of pattern-sequencing for Teeners is designed to be applicable to many different verbs which may be necessary in a variety of craft activities. The objective is to give practice in using the verbs to express past, present, and future time, with all the personal pronouns, in statement, question and answer patterns.

The intention is that the recreation leader will first show the whole group how to do the tie-dyeing. During this initial informal demonstration he will use the different tenses of appropriate verbs so that the young people will hear the tenses correctly. In this stage it is most likely that the pronouns used will be _we_, _you_, and _I_. Afterwards, when the Teeners are working by themselves, the recreation leader will go from individual to individual and talk briefly with each one about his work, using the patterns shown in the model with verbs and tenses appropriate to the situation. The pronouns most commonly used during these conversations will be you and I, but the model deliberately calls for a question using the third person so that he, she, and they will be practised.

One important technique in this model is to associate the tense and an appropriate time word or phrase whenever it is possible to do so without awkwardness. It is also important to speak the verbs clearly so that endings, such as the final consonants of the past tense, can be heard by the children.

Circumstances are rarely ideal, and a recreation leader will often find that it would be unnatural to go through an entire sequence of questions with an individual. Common sense may dictate that he should omit one question pattern, ask several of another pattern, or change the order. The leader must remember that the prime objective of LEREC is recreational enjoyment; he should not drag every pattern-sequence out to its logical conclusion if that would spoil the enjoyment of working at a craft.

What this model should do for the recreation leaders is to show them how to exploit the verbs that occur in spontaneous conversations about the activity in order to help the Teeners develop accurately used automatic language habits.

THE SAMPLES

Samples #1 - #7 show sentences in the following patterns in the Present Continuous tense, the Simple Past tense, the Future with "going to", and the Simple Present tense:

(a) "Open" questions. These patterns use a question word or phrase, such as What, Where, When, How much, What kind of, etc., and are "open" to an infinite number of answers, according to the real situation. The complete answer is in a declarative sentence pattern.

(b) "Yes-no" questions. These patterns have no question word and can be answered by a limited number of replies: yes, no,or some variation of maybe, preferably spoken with the shortened verb form, as written in the model, to avoid the abruptness of a blunt Yes or No.

(c) "Alternative" questions present a choice and are answered with a declarative sentence that states the correct selection of the two possibilities.

It should be obvious that one of the objectives of this kind of conversation is to help the Teeners understand that every question has its own accurate answer.

This question and answer pattern-sequence can also be used in the informal demonstration to the whole group. Any tense may be appropriate, but the models should and have to will probably be used frequently also. Samples # 8 to # 10 are written as if they are being used in a demonstration. The latter two represent a very useful technique, in which the leader repeats a short section of the demonstration immediately,in order to reinforce the Teeners' understanding of the method, and while doing so asks the Teeners questions about what to do. In that way the youngsters not only get the practice of answering those questions but also learn how questions with should and have to,which they themselves will want to ask, are formed.

Once a recreation leader has gained the habit of using all kinds of question patterns in his conversations with individuals while they are working, he will have no difficulty in applying the same technique to any other craft that interests the Teeners.

Tie-Dyeing

TE

Tie-dyeing was selected as a craft for the Teeners mainly because it is currently popular. Also, it requires very little expense, and not too much time is needed to produce a finished product.

Tie-dyeing is a way of making designs in cloth. The basic idea is to tie off sections of the cloth and then dip the cloth in the dye. The tied-off sections do not absorb the dye. Even a novice can achieve interesting designs, and "mistakes" only increase the interest.

The recreation leader should discuss informally with the Teeners some of the practical uses of tie-dyeing. Not only are tie-dyed blouses and shirts fashionable, but also tie-dyeing cheap or used cloth to make curtains, tablecloths, and bedspreads, etc., is a way of decorating a room attractively for very little cost.

Materials

A garment or some cloth. Used garments are suitable. Cotton cloth is best. Old sheets, handkerchiefs, blouses, shirts, and men's undershirts are very suitable.

Rubber bands or pieces of string.

Dye. Either liquid dye or powdered dye may be used.

Shallow pans (glass, metal, or enamel).

Wash tub and detergent, or soap.

Stove or hot plate.

Pails, and a source of water.

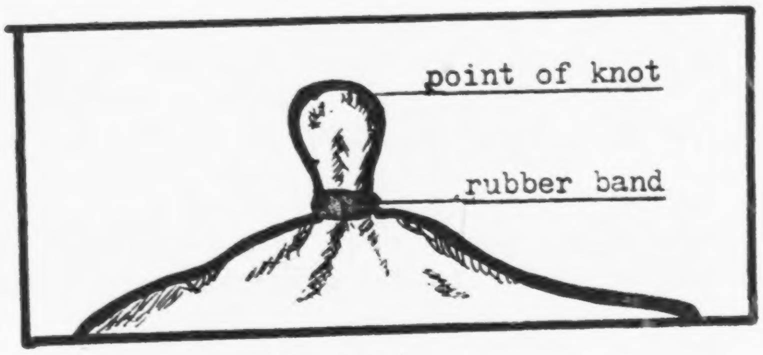
Basic Steps of Tie-Dyeing

TE

1. Wash the article in hot, soapy water. Rinse it thoroughly.
2. Prepare the dye solution and heat it in a shallow pan.
3. Make knots (see the instructions below) in the wet cloth laid on a flat surface.
4. Tie the knots with string or rubber bands.
5. Place the tied cloth in the dye. When dyeing the knots, place the knots face down in the dye solution. When dyeing the unknotted portion, place the knots above the dye level.
6. Keep the dye solution at a simmering temperature. Do not let it boil. The dyeing time depends on the cloth, the hardness of the water, and personal preference for a light or dark colour.
7. When the desired colour is achieved, squeeze out the dye and rinse the cloth.
8. Untie the knots, and rinse again until the water is clear. Hang up to dry.
9. Iron the cloth while damp.

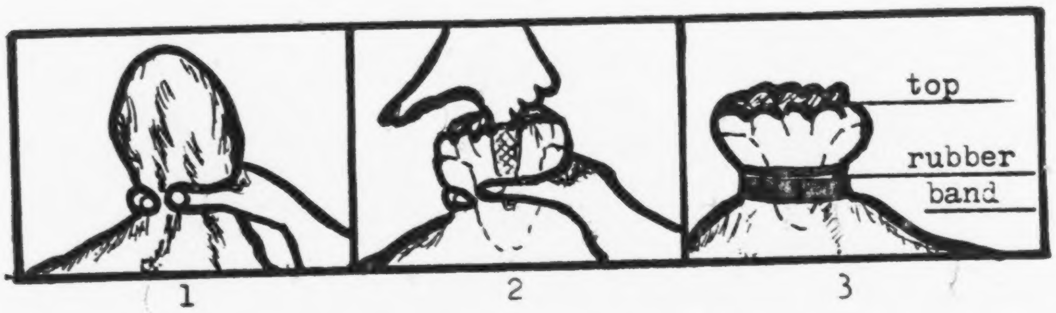
Tie-Dye Knots and Methods

1. The Rosette Knot. Push the cloth up with a finger as high as desired. Pinch it together. Tie the base with rubber bands or string.



rosette knot

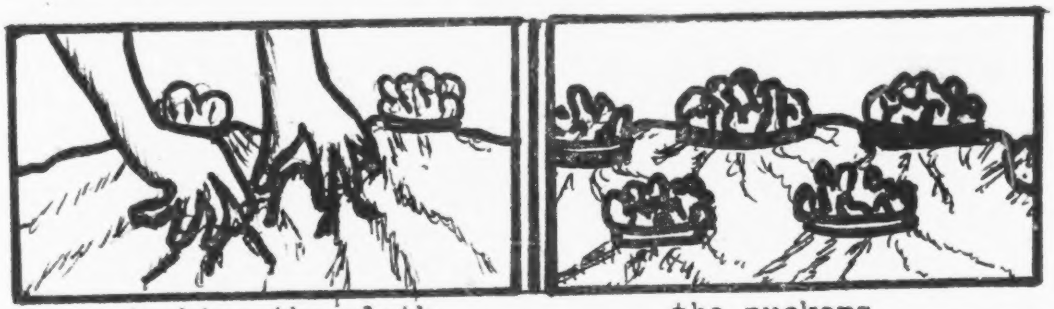
2. The Donut Knot. Pinch the cloth together as for a rosette knot. Then push the centre down through to the other side. Tie tightly in place.



Making a donut knot

3. Puckering. Place the cloth flat and pinch into puckers as shown. Hold the puckers in place with one hand while the other hand pinches them into shape and ties them with a rubber band.

The rubber band should be just tight enough to hold the cloth without slipping.



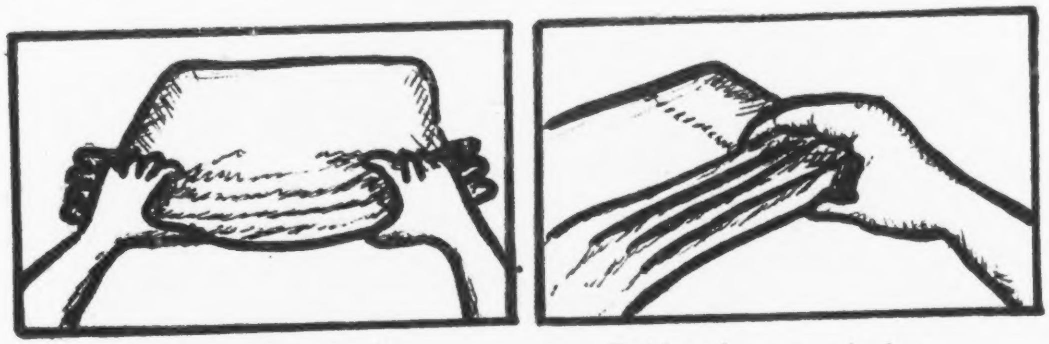
pinching the cloth

the puckers

Puckering

4. Gathering. Grasp the edges of the cloth and gather the entire piece into both hands. Fasten with rubber bands.

To make a single "stripe", gather the cloth in folds between the thumb and forefinger. Tie the middle with a rubber band, leaving the ends free.



Gathering the whole article

Gathering a stripe

Gathering

Other, more complicated techniques can be tried later. A short, practical leaflet entitled "Paint Your Wagon Fashion Ideas" can be obtained from the following address, as can other useful leaflets about dye and dyeing:

Miss Rit
Best Foods Division
The Canada Starch Company Ltd.
Box 129
MONTREAL 101, P.Q.

Tie-Dyeing: Useful Vocabulary

Common verbs:

boil
dip
drip
dry
dye
fold
gather
guess
hang up
iron
knot
leave
make
measure
mix
pour
prepare
pucker
put in
rinse
simmer
squeeze
stir
take out
tie
twist
untie
use
wash
wipe off/wipe up
work on

Common nouns:

blouse
border
bottle (of dye)
circle
cloth
cup/1/2 / 1/4 cup
design
donut knot
dress
dye
dye solution
gallon
garment
handkerchief
knot
package (of dye)
pan
pinch
rosette knot
rubber band
sheet
shirt
spoon
string
stripe
temperature
undershirt
water
spot

Other useful words:

tight/loose
wet / dry / damp
light / dark
new / old
whole / part of
liquid (dye) / powdered (dye)
thoroughly
constantly
cotton (cloth)

MODEL OF PATTERN-SEQUENCING CRAFTS

1

Tie-dyeing	#1 Sample of Simple Past tense	
	THE RECREATION LEADER	THE TEENER
Open question	What colour of dye did you use?	I used the scarlet dye.
"Yes-no" questions	Did you wash the cloth first? Then did you iron it?	Yes, I did. No, I didn't. I tied the knots in the wet cloth.
"Alternative" question	Did you use the whole bottle of dye or only part?	I used the whole bottle.
Third person question (any type)	Did Bill use the same colour of dye?	Yes, he did. We worked together.
Open question	How long did you leave the cloth in the dye solution?	I left it in for about 10 minutes.

Tie-dyeing #2 Sample of Simple Past tense

	THE RECREATIONAL LEADER	THE TEENER
Open question	What colour did you want to get?	We wanted a beige colour, like this.
"Yes-no" questions	Did you use this yellow dye first?	Yes, we did.
	And did you mix it with brown dye?	Yes, we did. Mary put the brown dye in.
"Alternative" question	Did you measure the dye or just guess?	I didn't measure it. I poured the whole bottle of yellow dye in.
Third person question (any type)	And Mary? Did she measure the brown dye?	No, she didn't. She didn't see a measuring cup anywhere.
Open question	How much brown dye did you use, Mary? (You should have used 1/4 of the bottle.)	I used the whole bottle of brown dye. (No wonder it's dark.)

Tie-dyeing #3 Sample of Simple Present tense

	THE RECREATION LEADER	THE TEENER
Open question	What colour do you want to use for your blouse?	I want a blue colour.
"Yes-no" questions	Do you like this navy blue colour, Sally? Do you like this aqua colour? Do you like this colour called "blueberry"?	No, I don't. (It's too dark.) No, I don't. (It's too light.) Yes, I do. I like that one.
"Alternative" question	Do you want "blueberry" too, Mary, or do you want another colour?	I want "blueberry", too. I like it.
Third person question (any type)	What colour do the others want, Sally? (Please ask them and tell me.)	They all want "blueberry."
Open question	Well, which dyes do we need to mix together? (Read the instructions and find out.)	We need navy blue and fuchsia.

Tie-dyeing

#4 Sample of the Present Continuous tense

	THE RECREATIONAL LEADER	THE TEENER
Open question	What kind of garment are you working on?	I'm working on a blouse.
"Yes-no questions	Are you dyeing it red?	Yes, I am. I'm using the scarlet dye.
	Are you dyeing the knots red, too?	No, I'm not. I'm leaving the knots out of the dye.
"Alternative" question	Are you trying to get a dark red or a light red?	I'm trying to get a dark red.
Third person question (any type)	Is the dye solution boiling too much?	Yes, maybe it is.
Open question	What are you doing now?	I'm moving the pan away from the fire.

Tie-Dyeing #5 Sample of Present Continuous tense

	THE RECREATION LEADER	THE TEENER
1. Open question	What are you doing now?	I'm tying the cloth.
2. "Yes-no" questions	Are you making rosette knots?	Yes, I am.
	Are you tying them tightly?	No, I'm not. I'm not tying them very tightly. (I want some colour to come through.)
3. "Alternative" question	Are you making many small knots or a few big ones?	I'm making a few big knots and some small ones, too.
4. Third person question (any type)	What about Mary? What kind of knots is she tying?	She's tying donut knots.
5. Open question	Where are you putting your knots?	I'm putting the big ones around the bottom of the blouse and the small ones at the top.

Tie-dyeing #6 Sample of Future with "going to"

	THE RECREATIONAL LEADER	THE TEENER
Open question	What are you going to do next?	I'm going to tie the knots.
"Yes-no" questions	Are you going to make rosette knots?	Yes, I am.
	Are you going to gather the cloth, too?	No, I'm not. I'm only going to make knots.
"Alternative" questions	Are you going to tie the knots with string or with rubber bands?	I'm going to tie the knots with rubber bands. (They're easier.)
Third person question (any type)	What kind of knots is Sally going to make? (Do you know?)	She's going to make rosette knots, too.
Open question	How many knots are you going to tie?	I'm going to tie 4 big ones and 8 small ones.

Tie-dyeing #7 Sample of the Future with "going to"

	THE RECREATIONAL LEADER	THE TEENER
. Open question	Well, what are you going to do next?	I'm going to squeeze the dye solution out of the blouse.
. "Yes-no" questions	Are you going to untie the knots after that?	No, I'm not. First I'm going to rinse it and dry it.
	Then are you going to take the string off?	Yes, I am. And then I'm going to rinse it again.
. "Alternative" question	Are you going to hang the blouse here or outside?	I'm going to hang it near the fire.
. Third person question (any type)	Is the dye going to drip on the floor?	Yes, maybe it is. (I'll put a paper under it.)
Open question	Where are you going to wear your pretty blouse?	I'm going to wear it tomorrow night at the bingo game.

Tie-dyeing #8 Sample of the Simple Past tense, as used in a demonstration.

	THE RECREATIONAL LEADER	THE TEENER
1. Open question	How many of you brought an old garment?	I did. I did.
2. "Yes-no" questions	Did you bring an old blouse, Sally? Did you bring a blouse, too, Jean?	Yes, I did. No, I didn't. I brought an old shirt.
3. "Alternative" question	Did you bring a blouse or a shirt, Mary?	I brought a blouse.
4. Third person question (any type)	What did Bill and Tom bring?	They brought some string and some rubber bands
5. Open question	Who didn't bring anything?	I didn't. I forgot.

Tie-dyeing	#9 Sample, with "have to", as used in a demonstration.	
	THE RECREATIONAL LEADER	THE TEENER
1. Open question	(I want to make this "oriental beige" colour.) What do I have to have?	You have to have some yellow dye and some brown dye.
2. "Yes-no questions	Do I have to have a whole bottle of yellow dye?	Yes, you do.
	Do I have to have a whole bottle of brown dye?	No, you don't.
3. "Alternative" question	Do I have to measure the brown dye or may I guess?	You have to measure it.
4. Third person question (any type)	Does the dye solution have to be hot?	Yes, it does. It has to simmer.
5. Open question	How long do I have to leave the cloth in the dye solution?	You have to leave it in about 30 minutes.

Tie-dyeing #10 Sample, with "should", as used in a demonstration.

	THE RECREATION LEADER	THE TEENER
Open question	How should I make a donut knot?	First, you should make a rosette knot.
"Yes-no" questions	Should I tie the knot now?	No, you shouldn't. Not yet.
	Should I push the centre of the knot down?	Yes, you should. Then you should tie it.
"Alternative" question	Should I tie it tightly or loosely?	You should tie it tightly.
Third person question (any type)	Should the knot look like this?	Yes, it should. A donut knot should look like that.
Open question	How many donut knots should I make?	You should make at least two. One in front and one in back.

Other Manual Creative Activities

Other suggestions about things that the Teeners can make without expense or with very little cost are:

--a play-house for the Totters, using old boxes and other scrap materials;

--a play-store for the Totters, which could consist of little more than several boxes and old boards;

-- furnishings for the house or articles for the store, made out of scrap materials.

Beadcraft can be a fine hobby for northern young people, and the beaded articles that are produced are popular fashions. Beadcraft is also an excellent activity from the point of view of language development. However, it is a craft requiring much patience, and a finished product cannot be achieved quickly. It may, therefore, appeal to a limited number of Teeners, especially during the summer, when they would probably prefer to be active out-of-doors.

A recreation leader may know how to make other interesting things from local materials. He should use his ideas and adapt the LEREC language-teaching suggestions to those activities. In particular, the question patterns outlined in the "Model of Pattern-Sequencing" based on tie-dyeing (page 194) will be useful for any activity in which the children are making things. The leader will be able to carry on conversations about the work as he goes from individual to individual while they are busy.

M/TE

Softball (or Fastball)

The probability is that in any community where there is a playing field that can accommodate a softball game, both adults and young people are familiar with the game. It may be the best known and most popular summer game, and in some places it may be the only game that the young people want to play in summer. The rules are, therefore, not listed here, for they are many and somewhat complicated. The official rules may be obtained by writing to:

The President
Saskatchewan Amateur Fastball Association
311 - 22nd Street East
Prince Albert, Saskatchewan

Where there are enough children, they should be allowed to form teams according to their age-groups. In some communities, however, it may not be possible to get two full teams unless all the children, of both sexes and any age, are included together.

If it is possible, the recreation leader should enlist the help of a parent or other young adult to help in umpiring the games. It would be difficult to supervise every aspect of a game and act as umpire at the same time, and probably the effectiveness of language-development techniques would be seriously eroded.

During an actual game, especially if it is exciting, language-learning opportunities will probably be reduced to the use of basic Level 1 structures and formulas in appropriate situations. The leader would be ill advised to interrupt a game to exploit a situation for the practice of a pattern or tense! There are, however, two excellent occasions for language practice:

a. during special sessions for the practice of a particular skill, such as catching fly balls, or throwing from base to base, or batting, etc.;

b. during "post-mortem" talks about a game or an inning.

In the skill-practice sessions, most of the talk will probably be by the leader, rather than by the children, but at least the children will have a chance to hear again and again the same words and patterns used in connection with a situation, and they will probably begin to repeat the same patterns to one another. In "post-mortems" the children will have much more opportunity to speak. At first, they may do little more than answer the leader's guiding questions, but the aim is to bring them to the point of spontaneously commenting on their own actions, e.g.,

> I forgot to throw it to third.
> I should have thrown it home.
> I tried to throw it too far.
> We could have put them out if you had thrown it to third.
> I swung so hard that I lost my balance.

Another opportunity for the children to speak may come because of disagreements that occur, but they may not choose to do their arguing in English.

A complex game, such as softball, offers nearly infinite opportunity to use advanced language patterns. The leader should, in fact, be careful not to overdo his use of these advanced patterns, for it would be easy to talk so much that the children would miss the full possible impact of meaning and concentrated structural emphasis. Furthermore, if he talks too much, he may neglect demonstration, and the children in a LEREC program should always be able to see, or otherwise experience, the situation that prompts any given words and pattern.

If the children have already been playing softball before the arrival of the recreation leader, they may already have formed teams and agreed on what position each one will play. Otherwise, the leader will probably want to have some informal throwing, catching, and batting sessions first so that he can observe the children's abilities before he suggests that certain ones try particular team positions. These positions may change, of course, as the summer progresses.

At first, the leader will probably find it impossible to decide exactly what special language emphasis to give in softball games. He will probably just use basic language until he becomes acquainted with the children's linguistic needs. He cannot emphasize everything at once, not even in Level 1 language. Then, just as he will arrange special practices to improve their physical skills, he will select certain patterns to improve their linguistic skills and will plan situations that demand the use of those patterns.

The leader should also remember that the pronouns can be changed within one pattern, in order to exploit the situation. For instance, in a "post-mortem" he might ask the question, "Why couldn't you hit that ball?" At first, he might answer it himself:" ... because you were looking at your bat instead of the ball." On another day, he might expect the children to be ready to answer," ... because I was looking at my bat instead of the ball." Yet another day he might ask a different child, "Why couldn't he hit that ball?" and expect the answer, "... because he was looking at his bat instead of the ball."

Level 1

Vocabulary

- field, diamond, line, (first) base, batter's box, pitcher's plate, home plate, outfield, infield, inning, player, team, catcher, pitcher, batter, runner, (first) baseman, (left/centre/right) fielder, shortstop, umpire, coach ball, bat, glove, mask, cap, playing shoes, helmet, a strike, a ball, a walk, an out, a pitch, a fly, flyball, goundball, a forced out, a fair ball, a foul, a hit, a run, a homerun, batting order, score, a wind-up, line drive.

- throw, catch, pitch, run, hit, strike, bat, walk, swing, touch, field, pick up, miss, slide, put out, strike out, remember, forget, short, choose, toss, warm up, lead off, catch on the fly, aim, wind up, block, bounce.

- at bat, up to bat, left on, loaded (bases)

- fast, hard, straight, overhead, underhand.

- high, low, outside, opposite, safe, out light, heavy, wild, curved.

Structural emphasis

(a) prepositional phrases, especially showing spatial and temporal relationships;
(b) imperative especially with pronoun objects;
(c) Simple, Present tense, especially for rules and explanations;
(d) Simple Past tense, especially during "post-mortems";
(e) comparative and relative uses of adjectives and adverbs.

NOTE: The intention is not that the leader must emphasize all these structures at once. Neither can he entirely omit any of them while emphasizing one. These structures, however, are necessary for play and talk about the play, and they form the backbone of Level 1 "Game Language" for softball.

E.g.,

(a) See the extensive list of common prepostional uses under "Game Language".

(b)

Strike	him	out.
Tag	her	

Put them out.

Hit	it	hard.
Throw		fast.
Pitch		straight.

(c) The batter gets a walk after four balls.
The sides change after three outs.

The pitcher aims at the catcher's glove.
The catcher's glove gives the pitcher a target.

(d) Johnny struck out.
He swung three times.
I dropped the ball.

(e) Try a (lighter/heavier) bat.
Throw it (faster/harder) to the base.

This bat isn't heavy enough.
You didn't throw it hard enough.

This bat is too heavy.
You threw it too hard.

Game Language

The listed structural emphases and vocabulary, together with many of the standard formulas, combine to make the extensive possibilities of Level 1 language for softball.

Common prepositional uses in a softball game

A. Spatial relationships

1. above (the shoulder)
2. around (the bases)
3. behind (the base/the pitcher/...)
4. below (the knee)
5. between (the bases/first and second base/ the pitcher and the catcher/...)
6. from (that base/that position/outfield/...)
7. in (the field/the air/your glove/ batting position/...)
8. in front of (the catcher)
9. inside (the lines)
10. into (the outfield/position/...)
11. off (the base/the ground/...)
12. on (first base/the ground/...)
13. outside (the lines)
14. past (the left fielder)
15. through (your legs)
16. to (second base/the pitcher/the opposite field/...)
17. to the (right) of (the base)
18. towards (centre field)
19. under (the flyball)

B. Temporal relationships

1. after (a few days, a little while/the second inning/...)
2. at (first/the same time/...)
3. before (the game)
4. during (the warm-up)
5. for (half an hour)

C. Miscellaneous

1. because of (the wet ground)
2. hit by a pitched ball
3. run back for the ball
4. bat with a heavy bat
5. stand with your legs apart

Determiners

The leader should treat these words as "constants" (see page 73). being particularly alert during the "post-mortems" to help the children use them accurately.

e.g.,

The batters struck out.

--some of the batters struck out.
--all the batters...
--a few of the batters...
--most of the batters...
--every batter...

His pitches were wild.

--all his pitches...
--every one of his pitches...
--some of his pitches...
--a few of his pitches...
--a lot of his pitches...
--most of his pitches...
--about half of his pitches...

Only one of his pitches was wild .

Examples of Level 2 and 3 Language

(NOTE: In order to save space, the complete question and Level 3 response will be written out for only one example in each section.)

1. Causes and reasons.

Why? and because are used frequently in (a) explaining rules, (b) giving warnings and advice, and (c) explaining techniques and mistakes. E.g.,

(a) You can't lead off from the base.
Why can't we lead off?
Level 2 ...because it's against the rules.
Level 3 You can't lead off from the base because it's against the rules.

You must not wear leather-soled shoes.
Why? ...because they are too slippery.

(b) You should not try to throw a curved ball.
Why shouldn't I try to throw a curved ball.
Level 2 ...because you may hurt your wrist.
Level 3 You shouldn't try to throw a curved ball because you may hurt your wrist.
The pitcher should always wear a jacket when he's not pitching.
Why? ...because a chill may hurt his arm.

(c) Tom should use a lighter bat.
Why should he use a lighter bat?
He should use a lighter bat because he could swing it better.

Don't take your eyes off the ball.
Why not? ... because I wasn't looking at the ball.

2. Cognitive verbs.

"Post-mortems" are the most appropriate time to ask the children to reflect on what they did during the game and how they might improve. E.g.,

Do you know what (went wrong/happened/you did/...)?
Level 2 I tried to throw to second base, and it was too far.
Level 3 Yes, I think so. I think I tried to throw the ball too far. I should have thrown it to shortstop.
What do you think you should do next time?
Level 2 ...relay the ball to home plate.
Level 3 I think we should relay the ball to home plate.

3. Comparisons

In addition to the single comparative forms of adjectives and and adverbs, phrases and clauses of comparison often are used in giving instructions, and they can re-appear during post-mortem discussion as the leader guides the children to speak about their play. E.g.,

(a) as (____________) as.
Run as fast as you can.
Throw it as hard as you can.
What should the batter do if the ball doesn't go far?
Level 2 ...run as fast as he can.
Level 3 He should run as fast as he can to first base.

(b) (__________) enough to + Verb
He didn't hit it hard enough to get to first base.
Why couldn't he get to first base?
Level 2 He didn't hit the ball hard enough.
Level 3 He didn't hit the ball hard enough to get there.

(c) (__________) than
That bat is heavier than you need.
Why can't I use that bat?
...because it's heavier than you need.

4. Conditions

A complex game like softball is brim-full of conditional situations. During coaching sessions for improving particular skills, such as holding the bat, standing in batting position, swinging the bat, controlling the direction of the ball, catching flyballs or picking up groundballs, throwing to the right base, pitching and catching techniques, base-minding, etc., conditional sentences will most often have the Simple Present tense/future sequence. Stating the rules usually involves the Simple Present tense also. On the other hand. "post-mortem" talk often necessitates the Past Perfect/Conditional Perfect sequence. Modals are also common.

Leaders should remember that conditional sentences refer very often to situations that are not immediately visible to the children. Their meaning is therefore less easily understood than sentences that describe a situation which is actually present at the time of speech. For this reason, the leader should make every effort to illustrate his own use of conditional sentences. Also, negative conditionals, including sentences with unless clauses, are particularly confusing, and the leader should observe carefully whether the meaning of these sentences has really been made clear to the children.

E.g.,

(a) If you throw it to third, you'll make a double play.

What will happen if you throw the ball to third?

Level 2 ...we'll make a double play.
Level 3 We'll make a double play if we throw it to third.

If you block the ball, you'll prevent a run.
If you lean the bat on your shoulder, you won't be in batting position.

(b) If the batter is pitched four balls, he gets a walk.

What happens if the batter is pitched four balls?

Level 2 He gets a walk.
Level 3 The batter gets a walk if he is pitched four balls.

(c) If Tommy had hit the ball harder, I could have got to second.
If Bill had picked up that groundball, we could have put them out.
If you had run up for the ball, you could have caught it.

5. Modals

Although the distinction between the meaning of one modal and the meaning of another is often blurred in everyday speech, the recreation leader will help his players understand and use modals better if he tries to limit their uses. E.g.,

(a) must, for rules, or absolute essentials:

You must touch each base.
You must obey the umpire.
You must tag the base runner.
You must not pass the runner ahead of you.
You must not walk forward while pitching.

You must keep your eyes on the ball.

(b) should, for improving techniques; should have, for "post-mortem" talk:

You should run up to the ball.
The second baseman should face to the right.
You should throw the ball to third.
You should not turn your glove outwards.

The first baseman should not stand on the base.

You should have run back for that one.
I shouldn't have struck at that pitch.

(c) may, for permission and possibilities; may not is often used as a prohibition, but it may be clearer to say, "It's against the rules to..."

A fielder may miss the ball, and you may get home.
If there is grass, the ball may slow down.

(d) can, for ability:

Small catchers can't squat for a long time.
If you hold your glove palm upward, you can see the ball.

6. Purpose.

A leader will often use so that in coaching sessions to explain the purpose of trying to master a particular skill, e.g.,

You should kneel so that the ball won't roll between your legs.

Why should you kneel?

Level 2	...so that the ball won't roll between my legs.
Level 3	I should kneel so that the ball won't roll between my legs.

Stand back from first base so that you can catch the ball and run up to the base.
Stand about a foot away so that your bat is over home plate.

7. Relative clauses.

In being precise, it is almost necessary to use these clauses that describe the particular things one is talking about. The leader will use them often in coaching sessions, and he can prompt the players to use them by asking questions like "Which?" and "Which ones?", e.g.,

Practise hitting balls that are batted into the air.

Which ones? ...the ones that are batted into the air.

A catcher who misses the ball lets the batter get to first base.
Run back to catch any ball that is hit far out.

8. Reported speech.

One way to encourage the children to speak is to give messages to them intended for other children, and ask them to report back what the others say. There are often opportunities for this during the course of a long game, e.g.,

Tell Johnny to put his jacket on.
What did he say?
He said that he left it near home. He wants me to take it to him.

Tell the left fielder to stand well back.
What did he say?
He said that nobody had hit a ball far out yet.

Ask Peter why he's sitting on the ground.
He told me he's sleepy today.

9. Time.

(a) when, in explaining techniques and giving advice:

When you pitch, aim at the catcher's glove.

What should you aim at when you pitch?

Level 2	...at the catcher's glove.
Level 3	I should aim at the catcher's glove when I pitch.

When the pitcher is not pitching or batting, he should put on a jacket.
When the ball is hit on the ground, you should run up to field it.

when, in "post-mortem" talk:

I slipped when I was running to first base.
When the ball bounced that way, I couldn't catch it.

(b) before/ after

Although it may not always be appropriate to do so, using two contrasting sentences, one with before and the other with after, can be effective, e.g.,

Let's warm up before we start the game.
After we've had a warm-up, we can begin.

You must come to a complete stop before you pitch.

(c) While, as, and until will also be used from time to time during the course of a game and during coaching sessions.

Volleyball

TE

Volleyball is another game popular in many small communities with adults as well as young people. The court is relatively small, amd teams may be of different sizes, according to the number who want to play.

It is assumed that in any community that has a volleyball court, net, and ball there are residents who know how to play the game. Therefore, the rules are not given in full here. A few basic facts are included in order to clarify the language items that follow. The official rules for volleyball may be obtained by writing to:

President,
Saskatchewan Volleyball Association
Box 406
Lumsden, Saskatchewan

Teams. Six players consitute an official team, but a team may be composed of as many as 12 players in a more informal game. The sketch below shows a volleyball court and indicates two possible arrangements of players, according to the number participating. If the players are young, a small court (25 feet X 50 feet) and a low net (7 feet 6 inches) are recommended.

Rotation. The players move forward one place every time their side gets a turn at serving. When a player reaches the position indicated by the highest number, he shifts next time to position #1.

Serving. The player in position #1 is the server. He must stand with both feet behind the back line when he serves. A "good service" goes over the top of the net and falls into the opponents' court. A player continues to serve as long as his side wins points.

Play. The players attempt to keep the ball in the air and bat it back over the net. Play continues until the ball strikes the floor or goes out of bounds or is declared "dead" because of some illegal play. Two or three players on the same side may co-operate by hitting the ball in turn before it goes over the net (this is called relaying the ball), but the same player may not hit it twice in succession.

Illegal plays. A player may not:

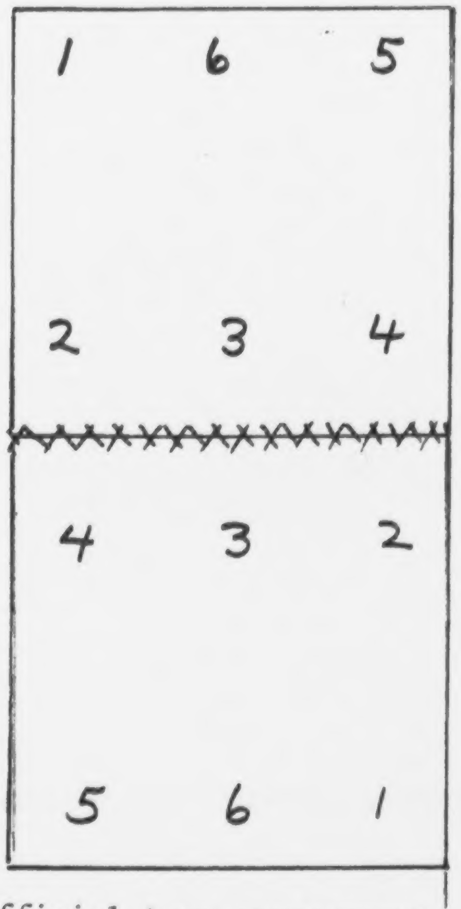
1. strike the ball while he is supported by another player;
2. bat the ball twice in succession;
3. catch or hold the ball;
4. reach over the net to strike the ball;
5. serve out of regular order;
6. touch the net while the ball is in play;
7. enter the opponents' court;
8. delay the game unnecessarily.

Scoring. Only the serving side scores. If the serving side wins a play, it counts one point. If the serving side loses a play, the service goes to the other side.

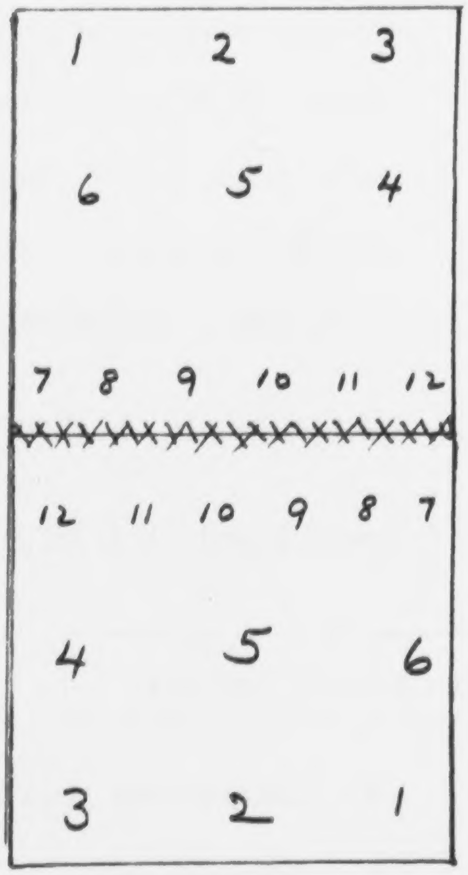
The side reaching 15 points first wins the game, if it has a two-point lead over its opponents. Play must continue, however, until one team scores two more points than the other.

Changing courts. The teams change courts at the end of each game.

Volleyball Courts



Official team arrangements.



Informal arrangement.

Level 1

Vocabulary

- court, net, post, lines
  player, team, opponents, server, side,
  serving side, receiving side, point,
  score, (left/centre/right) forward,
  (left/centre/right) back, position
  hand, palm, fist

  rotate, relay, hit, bat, punch, smash,
  catch, hold, reach, touch, scoop, serve,
  lift, push, carry, jump, stoop,
  crouch, score, win, lose, return,
  fall, keep, practise, throw, pass
- (hit) cleanly, high/higher, hard/harder, forward/back
- open/closed, left/right

Structural Emphasis

(a) contrasting positions, with adjectives, adverbs, and prepositions;

(b) the same as

E.g.,

(a) The (centre forward) must be (in front of/behind) the (centre back).

The ball bounced (inside/outside) the court.

The server hit the ball (over/under) the net. ...etc.

Hold the ball on your (left) palm and hit it with your (right)fist.

Keep the ball up! Don't let it fall down!

(b)	Scooping Lifting Pushing Carrying	the ball is the same as holding it.

Volleyball

Game Language

Stand in your positions. Make the lines straight.
Are you in the back line or the forward line?
What position is that? Right. That's position #3.
That's the centre forward position.
Centre forward means the same as player #3.
Who will serve first? Right. Player #1.
Player #1 means the same as the server.
Toss for serve. Who won? The Robbers.
It's the Robbers' serve first.

Stand behind the line, server.
Hold the ball on the palm of your left hand.
You can hit it with your open right hand, or you can hit it with your right fist.
Hit it up hard. Good. It went over the net into the Cops' court.
The Cops couldn't return it. They lost that point.
One score for the Robbers. Serve again.

Too bad! You served it into the net.
You lost the serve, Robbers. It's the Cops' serve now.
The score is still one to nothing in favour of the Robbers.
Only the serving side can score.

Rotate, Cops! Server, move forward.
You're in #2 position now.
Left forward, move back to #5 position.
Centre back, move into #1 position.
You're the server now. Ready? Serve!

Good. Your serve went over the net.
The Robbers returned it.
Keep the ball up! Bat it up! Relay it to Freddie. Hit it over!
Too bad! You couldn't get it back.
You lost the serve. It's the Robbers' serve again.
Don't forget to rotate, Robbers.

The score is 14-13 in favour of the Robbers.
That's your point, Cops. You've tied the score.
It's 14 all.
Now one team must be two ahead to win.
Your game, Robbers. 16-14.
Change courts.
This time the Cops will serve first.

Volleyball

Level 2 and 3 Language

1. Gerund phrase as direct object e.g.,

Practise	serving relaying smashing	the ball now.

What should we practise now?

Level 2 ...serving the ball.
Level 3 We should practise serving.

Try	hitting the ball with your fist. jumping up and smashing the ball down. passing it backwards.

2. as (long) as e.g.,

As long as your team wins points, you keep on serving.
As long as the Robbers win points, they keep the serve.

How long do I keep on serving?

Level 2 ...as long as your team wins points.
Level 3 You keep on serving as long as your team wins points.

As soon as the Cops lose a point, the Robbers get the serve.
As soon as your team gets the serve, you all rotate.

When do the Robbers get the serve?

Level 2 ...as soon as the Cops lose a point.
Level 3 The Robbers get the serve as soon as the Cops lose a point.

3. if

(a) When stating or explaining the rules, conditional sentences with the Simple Present tense in both clauses are common, e.g.,

If the serving side wins a point, it scores.
If the receiving side wins a point, it doesn't score.
If a good serve is not returned, the serving side scores one.

What happens if the serving side wins a point?

Level 2	...it scores.
Level 3	It scores if it wins a point.

(b) In explaining techniques for improving playing skills, a combination of the Simple Present tense in the if clause and a future form or a modal in the main clause is common, e.g.,

If you punch the ball with your fist, you'll serve it over the net.
If you relay the ball backwards, the centre back will hit it over the net.

(c) In "post-mortem" talk conditional sentences with a combination of Past Perfect and Conditional Prefect tenses are common, e.g.,

If you had relayed it to Johnny, he could have smashed it.
If you had served a little harder, the ball would have gone over the net.

Horseshoes

Where there are no horses, this game may not be practicable, although sometimes the horseshoes are taken into a community by people who have seen the game elsewhere and liked it.

The game is often popular among adults of all ages, for it is a relaxing way to spend a long summer evening in good company and friendly rivalry. Two players, or sometimes two pairs of players, compete against each other at one time, and the others usually have plenty of comments to make. It is this opportunity for the group to watch the play and talk about it that makes horseshoe pitching an ideal game from the LEREC point of view.

There are exacting rules for official tournament play , but a more informal game is described here.

Each of the two stakes should be placed in the centre of pitcher's box at opposite ends of a level stretch of ground. The regulation distances between stakes is 40 feet, but it is recommended that the distance for boys be 30 feet. A stake should stand eight inches above ground and be slightly slanted towards the opposite stake. The pitcher's box should be six feet square. A pair of shoes is necessary for each player. Each pair of shoes should be distinctively marked in some way so that a player's shoes are easily identifiable after they have been pitched.

A toss can decide who has the first pitch. At the beginning of the second game, the loser of the preceding game has the first pitch. During a game the player who previously scored has the lead in pitching.

A pitcher stands in the pitcher's box and aims at the opposite stake, trying to make his shoe land as close as possible to the stake. After he throws his two shoes, his opponent tries to pitch his two shoes even closer to the stake. Part of the interest of the game lies in the fact that the second player may even knock the first player's ringer off the stake.

If four people are playing, two opponents stand at each end, and the partners combine their scores.

There are several rules of prohibition:

1. A player may not walk across to the opposite stake to examine the position of his opponent's shoes.

2. A player may not step over the front of the pitcher's box (that is, the "foul line", three feet in front of the stake) while he is pitching; if he does, he loses the value of his pitch.

3. If a player who has already pitched his shoes does not stand back out of the box while his opponent is pitching, he forfeits the value of the shoes he has pitched.

Scoring

1.	the shoe closest to the stake	1 point
2.	both shoes of one player closer to the stake than his opponent's	2 points
3.	a ringer	3 points
4.	both a ringer and the closest shoe	4 points
5.	a double ringer	6 points

All equals count as ties and no points are scored. Therefore,

6.	a double-ringer by one player and one ringer by the opponent: the double-ringer player gets	3 points
7.	a ringer by both players counts as a tie; the closer of the other two shoes	1 point
8.	a double-ringer by both players	0 points

(In informal play the participants may agree ahead of time to give 2 points for a "leaner", that is, a shoe that leans against the stake; this is not recognized in official play.)

Adaptation

The horseshoes may each weigh about two and a half pounds, and would thus be too heavy for small children to use. However, other games involving pitching at a target may be played even by the Totters. For example, they may stand behind a line to pitch rubber jar rings over the neck of a "pop" bottle placed a short distance away, scoring one point for every ring they manage to place around the bottle.

A further complication is to put numbers from one to ten on some bottles and let teams try to get high scores by ringing the bottles with the highest numbers.

Somewhat heavier rings that can be pitched farther can be made without cost by cutting around a plastic bottle, such as those formerly containing bleach. However, the edges of those rings must be trimmed carefully or sanded, because unevenly cut edges may be very sharp and dangerous.

Level 1

Vocabulary

-- horseshoe, shoe, pair of shoes, stake, pitcher's box, ground, feet, inches, foul line

player, opponent, partner, winner, loser

ringer, leaner, point, a pitch

-- pitch, throw, measure, aim, swing, land (on), follow, lead, cancel (each other) out, step (out), lean, knock (off), win, lose, score

-- underarm

Structural emphasis

(a) distance expressions, especially with prepositional phrases;

(b) other prepositional phrases showing position;

(c) adjective and adverb comparisons, especially concerning distance;

(d) possession.

E.g.,

(a) This stake is 30 feet from the other one.

Each side of the pitcher's box must be three feet from the stake.

The stake must be eight inches above the ground.

The two stakes are 30 feet apart (+ from each other).

...etc.

(b) The stake is in the centre of the pitcher's box.

My shoe landed on top of his shoe.

You have to stand behind the line. ...etc.

(c) This shoe is closer (+than that one).

His shoe is farther away (+than that one).

Try to pitch it farther (+to the left).

You pitched it too far (+to the right).

You didn't pitch it far enough.

Try not to pitch it so far. ...etc.

(d) Your shoe is closer than my shoe.

Yours is closer than mine.

...also, his/ her; his/ hers; Billy's.

Level 2 and 3 Language

A great deal of the talk by the on-lookers during the course of a game will probably consist either of some standard formulas of advice and encouragement or some Level 1 sentences using the structural emphases already mentioned. However, discussion and friendly argument about the rules and scoring will probably involve reasons and conditions, e.g.,

1. because

He gets four points because he has a ringer and the closest shoe.

He doesn't get any points because he stepped over the foul line.

No one gets a score because their ringers cancel each other out.

Why does he get four points? ...etc.

Level 2	...because he has a ringer and the closest shoe.
Level 3	He gets four points because he has a ringer and the closest shoe.

All these statements giving reasons can also be expressed in the Simple Past tense, e.g.,

Why did he get four points last time?

He got four points because he had a ringer and the closest shoe.

2. if

(a) rules and scoring

If you step over the foul line, you don't score anything.

If your shoe is the closest to the stake, you get one point.

If your shoe knocks his ringer off, he loses his score.

If you both get a ringer, they cancel each other out.

What happens if we both get a ringer?

Level 2	...they cancel each other out.
Level 3	If you both get a ringer, they cancel each other out.

(b) "post-mortem" talk

If Billy hadn't knocked my ringer off, I would have won.

If you hadn't stepped over the foul line, you would have got three points that time.

...etc.

Table Tennis TE

Table tennis is a game that appeals to adults as well as to young people. It requires little space and relatively little expense on equipment. Only two players are needed. It can be played at any time of year and during short periods of free time. Therefore, the language learned and practised during table tennis games in a LEREC program may be further practised over and over again in succeeding months and years.

An outline of playing rules ordinarily comes with a new set of equipment, but the necessary details are listed below for reference. The official rules of play, which are lengthy, may be obtained by writing for a copy of the handbook to:

President,
Saskatchewan Table Tennis Association
152 Coldwell Road
Regina, Saskatchewan.

Equipment. A regulation-size table is nine feet long and five feet wide. A white line divides it in half lengthwise down the centre, and a net divides it in half crosswise. The effect is to make 4 courts, as shown in the sketch below. Each player must have a racket, and several ping-pong balls should be available in case one is damaged.

Beginning. The right to serve or receive in the first game of each match is determined by a toss. If the toss winner chooses to be server or receiver, his opponent has the choice of court, or vice versa.

The player who serves first at the beginning of the first game receives at the beginning of the second game. At the end of each game the players change ends.

Service. Except when the score is 20-20, the server becomes the receiver after each 5 points. At 20-20, the server becomes the receiver after each point.

A "good service" means that the server strikes the ball with his racket so that it bounces on the server's side of the net, passes over the net, and bounces anywhere on the receiver's side. If a served ball touches the net but is otherwise good, the server may serve it again.

Return. A "good return" means that a player strikes the ball, after one bounce on his side of the net, so that it passes over the net and touches anywhere on his opponent's side.

Scoring. A player's opponent gains one point

1. if the player fails to make a good service;
2. if the player fails to make a good return;
3. if the player or his racket touches the net while the ball is in play;
4. if the player's free hand touches the table while the ball is in play;
5. if the player moves the table while the ball is in play;
6. if the ball in play touches the player over the table before touching the player's side of the table;
7. if the player volleys the ball (that is, strikes it before it has dropped on his side of the table).

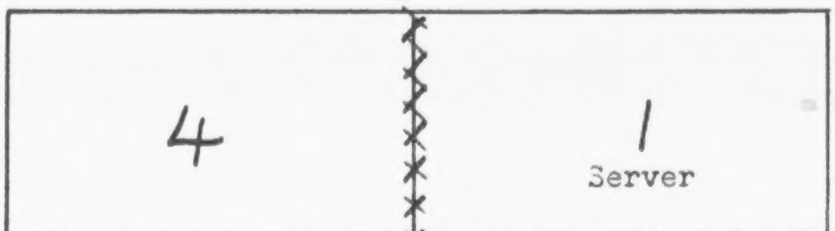
Game and match. The first player to win 21 points wins the game, except that when the score is 20-20, that player wins who first makes two more points than his opponent.

A match consists of the best two out of three games.

Doubles. When four people play, the server must serve so that the ball bounces first in his own right-hand court, passes over the net, and then bounces in the receivers' right-hand court.

In doubles, the players must always hit the ball in the following sequence: server, receiver, server's partner, receiver's partner.

Table Tennis Courts



The numbers show the order of play in doubles.

Table Tennis

Level 1

Vocabulary

- table, ball, ping-pong ball, net,
  racket/paddle, handle, court, side, centre line
  server, receiver, opponent, partner,
  friend, player,
  a service, a return, a rally, a point,
  score, singles, doubles, game, match,

- serve, return, receive, strike, hit, smash,
  bounce, rally, volley, pass (over), throw,
  hold, touch, alternate, practise, miss,
  change (ends, service), win, lose,
  reach, fall, drop, spin

- backhand, forehand, sharply,

Structural Emphasis

(a) contrasting positions, with adjectives, adverbs, nouns and prepositions;

(b) with (showing both instrument and accompaniment)

E.g.,

(a) Hold the racket in your (left/right) hand.

Serve into their right-hand court.
Hit it into his left-hand court.

They hit the ball back and forth five times.

The ball bounced (on/off) the table.
The players changed from one side to the other.

The ball struck the (top of the net/ side of the table/ middle of the court).

(b) Strike the ball with your racket.
Hold the racket with your right hand.

You play with a partner in doubles.

Game Language

Hit the ball back and forth. Hit it over the net.
Hit it to the (left). Hit it sharply, like this.
Now try to return it. Try to hit it on the table.
Don't hit off the table. You'll lose a point.
It must bounce on your side first.
Then it must bounce on the other side.
That was a good rally: you hit it back and forth four times.

Hold your racket like this.
Are you left-handed? Hold it with your left hand.
Strike the ball sharply, like this.
You can strike it backhand, too. Look.

Let's start a game. Toss for first service. [or, Rally for first service. (Mary) won that rally. (She) can serve first.]
That was a good service.
Betty didn't return the ball.
That's one point for Mary. Serve again.
It didn't go over the net.
That's one point for Betty. The score is one-all.
The ball touched the top of the net. Serve again.
That was good, but Betty hit it off the table.
That's one point for Mary. Two-one.
We always say the server's score first.
Four-one! That makes five. Change service.

It's Betty's service now. The score is one-four.
21-20! Change service.
Mary's point. 22-20. It's Mary's game.
Change ends. It's Betty's turn to serve first.
20-14. Match point. 21-14 in favour of Mary.
Who won? Did Mary win again?
Then Mary won the best of three.
It's Mary's match.
Let the boys play now.

Do all four of you want to play?
You can play doubles.

Johnny is the server. You must serve to their right-hand court. Serve to Mary.
Mary must return it. You may hit it anywhere on their side, Mary.
But Johnny may not return it. Billy must return it, and Betty must hit it back.
In doubles, you alternate the return.
Don't play out of turn. You'll lose the point.
Try to hit it to their left-hand side.
Then Johnny must run to hit it.
Step back, Billy. Let Johnny reach past you.

Table Tennis

Level 2 and 3 Language

1. Time

(a) When

There may be opportunities for when clauses all through a game, but a special occasion occurs in explaining doubles play:

When Johnny serves, Mary must hit it back.
When Billy returns it, Billy must hit it.
When Billy returns it, Betty must hit it.
When Betty returns it, Johnny must hit it.

When will you hit it, Billy?

Level 2	...when Mary returns it.
Level 3	I'll hit it when Mary returns it.

(b) before e.g.,

You hit the ball before it bounced.
You hit the ball before Mary did.

Why did you lose that point?

Level 2	...because I hit the ball before it bounced.
Level 3	I lost the point because I hit the ball before it bounced.

2. make, to show causation e.g.,

Try to make it | bounce just over the net.
| touch the end of the table.
| fall in his left-hand court.

Where should I try to make it bounce?

Level 2	...just over the net.
Level 3	Try to make it bounce just over the net.

3. If e.g.,

You'll lose the point	if you play out of turn.
	if you hit it off the table.
	if you serve into the net. etc.

What will happen if you play out of turn?

Level 2 ...we'll lose the point.
Level 3 If we play out of turn, we'll lose the point.

DANCING TE

Because dancing involves relative positions of the dancers, types of movement, and numbers of steps, it is a recreational activity that can be very productive of language-learning situations. However, the value of dancing for language learning comes mainly in an instructional stage. After people know how to perform a dance, little or no language need be used, and people who know the general idea of a dance form can learn a new dance almost entirely by imitation, without much verbal explanation.

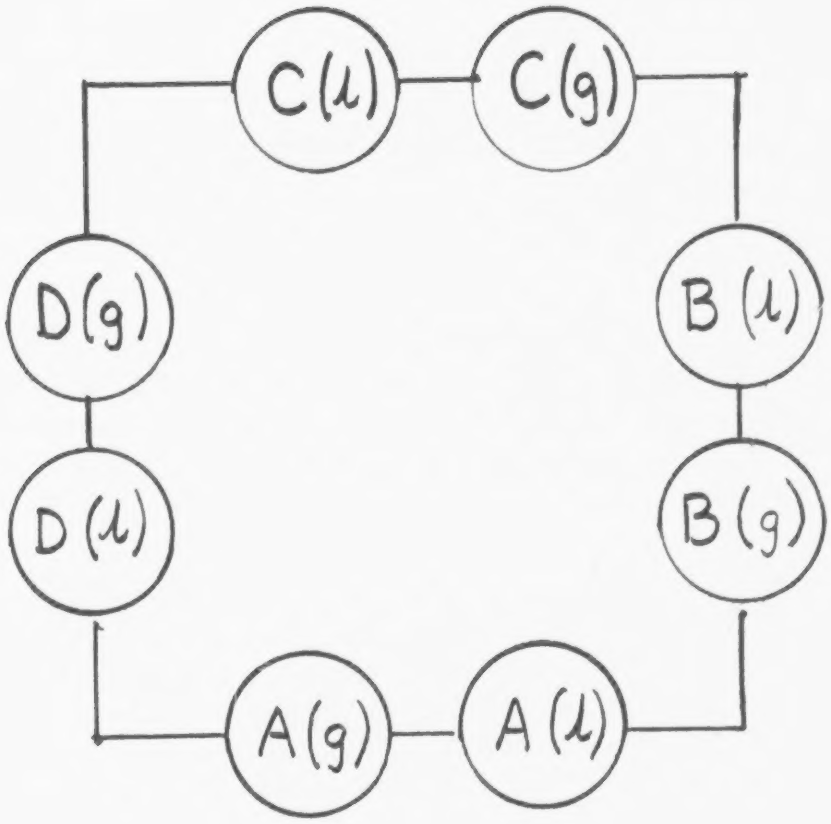
Therefore, the language items included for dancing in this LEREC plan refer to the stage in which the Teeners are either learning a dance for the first time or trying to improve a particular aspect of their dancing.

No one can predict what kind of dancing will be popular among the young people at a given time. Nevertheless, square dancing is perennially popular among young and old; it does not require a complete orchestra for accompaniment; it permits a maximum of group enjoyment with relatively few participants. Therefore, a simple basic square dance has been chosen as an example of language-learning opportunities in dancing.

It is essential that learners become thoroughly familiar from the beginning with the terminology of the "square", as illustrated in the sketch on the following page, so that they can later follow instructions without confusion.

A clearly written reference book about basic square dances is Square Dance!, by Ralph R. MacNair, 1951, Garden City Books, Garden City, New York. This is the book from which the calls for "Split the Ring" were taken.

NOTE: During the actual dancing the recreation leader need not try to give instructions in the rhymed jargon of a professional caller, unless he is already an adept, but he can help the dancers by reminders in ordinary language about what steps come next.



Terminology for the "Square"

1. A "set" of dancers:

A (g) and A (1) = first couple, or head couple
B (g) and B (1) = second couple, or side couple
C (g) and C (1) = third couple, or foot couple
D (g) and D (1) = fourth couple, or side couple

2. The dancers:

A (g) = first gent ; A (1) = first lady;
B (g) = second gent; D (1) = fourth lady, ...etc.

3. Dancing relationships:

Partner = the lady on the gent's right.
e.g., A (1) is the partner of A (g).
Corner lady = the lady on the gent's left.
e.g., D (1) is the corner of A (g).
Therefore, B (g) and B (1) are partners.
B (g) and A (1) are corners.

Right-hand Lady = the lady who is standing one couple to the right of a gent.
e.g., B (l) is the right-hand lady of A (g).
Opposite lady = the lady across the square from the gent.
e.g., C (l) is the opposite lady of A (g).
Therefore, D (g) and B (l) are opposite couples.
B (g) and C (l) are right-hand couples.

Square is the basic position of all the couples, as in the sketch.
Ring, or circle, is the couples in the same position when they hold hands.
Home position is the place from which a couple starts a movement.

NOTE: The dancing may be done by girls only or by boys only, if that is preferred, as long as each dancer knows whether he is taking the part of the "gent" or "lady."

Terminology for Basic Square Dancing Steps

1. Swing your partner. The gent faces his partner, taking her in a side-dance position with right side to right side, shoulders in a straight line. He places his right arm around her waist; she places her left arm around his right shoulder. His left hand holds her right hand extended.

   In this position they swing in place by using the inside foot (right) as a pivot and pushing with the outside foot (left).

2. Bow. The gent bows and the lady curtsies.

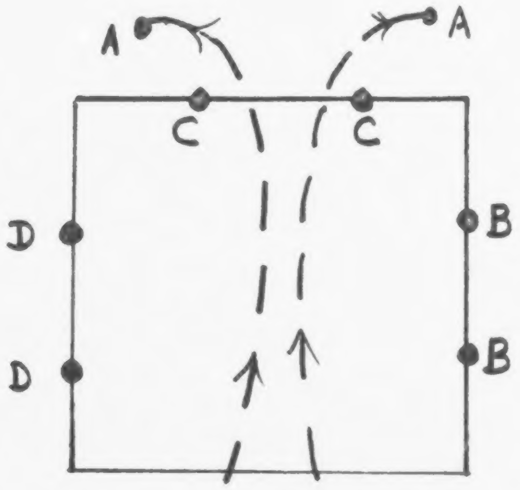
3. Allemande left. Each gent faces left to his corner; she faces right to him. They join hands and go once around each other. At the end each one is again facing his partner.

4. Grand right and left. Partners join right hands and walk by each other, passing right shoulders. When the lady meets the next gent, they join left hands and walk by each other passing left shoulders.

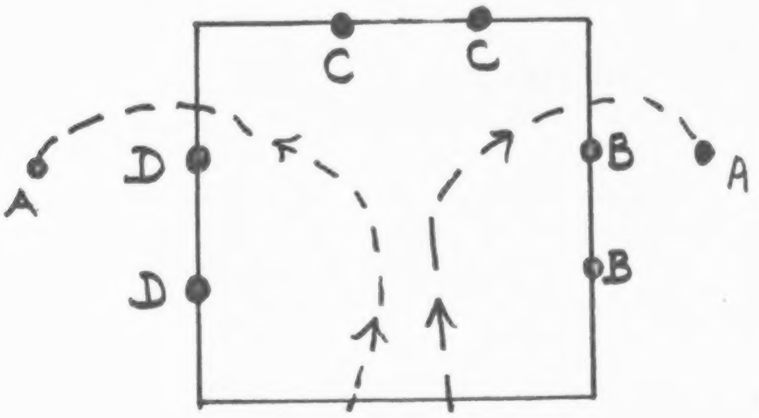
   In "Splitting the Ring", this is repeated so that partners meet again on the opposite side of the square from home position.

5. Promenade. Partners join right and left hands and walk side by side.

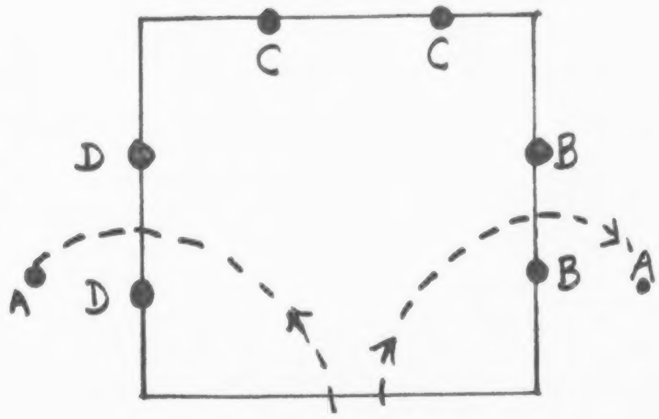
6. Split the ring. The head couple cross the square and go outside the square at various points, e.g.,
   (a) Cast off six = They go between the opposite couple, leaving three persons on each side, i.e., six.



(b) Cast off four = They go around the side couples, cutting off two persons on each side, i.e., four.



(c) Cast off two = They go between the side couples, thus cutting off one person on each side, i.e., two.



7. Lady go east = After splitting the ring, the head lady turns and goes clockwise around the outside of the square back to home position.

8. Gent go west = After splitting the ring, the head gent turns and goes counter-clockwise around the outside of the square back to home position.

"Split the Ring - Cut Away Six, Four and Two"

Opener.
(a) Bow to your partner.
(b) Bow to your corner.
(c) Swing your partner.
(d) Allemande left.
(e) Grand right and left.
(f) Meet your partner and promenade.

Figure for the Head Couple.
(g) First couple bow, first couple swing.
(h) Go down the centre and split the ring. Cast off six.
(i) Lady go east and gent go west. On around and dance your best.
(j) Swing at home a little bit more. Now down you go and cast off four. Lady goes east and gent goes west. On around and dance your best.
(k) Swing once more; don't overdo. Down centre again and cast off two. Lady go east and gent go west. On around and dance your best.

Filler. (1) All eight swing. Allemande left. Grand right and left. Meet your partner and promenade.

Figure. Second couple repeat (g) through (k).
Filler. Repeat (1).
Figure. Third couple repeat (g) through (k).
Filler. Repeat (1).
Figure. Fourth couple repeat (g) through (k).

Ending. All eight swing. Allemande left. Grand right and left. Meet your partner and promenade. Now I'm all through and you are, too.

Level 1

Vocabulary See also the lists of special terminology.

-- first, second, third, fourth

-- dance, bow, curtsy, swing, move, go, walk, pass, join, step, turn, face, take, hold, place

-- left, right, opposite, inside, outside

-- hand, shoulder, foot (feet), waist, side

-- fast, slow, quickly, lightly, clockwise, counter-clockwise

Structural emphasis

--(a) prepositional phrases showing spatial relationships,

--(b) prepositional phrases, showing temporal relationships

E.g.,

(a) Go | to the (left).
down the centre.
across the square.
between the partners.
between the gent and the lady.

Your (partner) is on your (right).
The gent's opposite lady is across the square from him.

(b) Grand right and left comes after allemande left.

Cast off six comes before cast off four.

The filler comes between the (first couple's) figure and the (second couple's) figure.

Note especially the need for attention to the accurate use of his, her, and their.

Examples of Language at Levels 2 and 3

Descriptive (relative) clauses, e.g.,

The (lady) who is standing (across the square from the gent) is (his opposite lady).

What do we call the lady who is standing across the square from Tom?

Level 2	We call her his opposite lady.
Level 3	We call the lady who is standing across the square from Tom his opposite lady.

Purpose, e.g.,

Listen to the calls so that you know what comes next.

Repeat grand right and left so that you meet again on the opposite side.

Walk once around your corner so that you face your partner again.

Lady go east and gent go west so that they meet again in home position.

What should you do so that you know what comes next? ...etc.

Level 2	...listen to the calls.
Level 3	We should listen to the calls so that we know what comes next.

Temporal relationships, e.g.,

(a) After you (bow to your partner), you'll (bow to your corner).

(b) Before you (go down the centre), you'll (swing your partner).

(c) While the (head couple splits the ring), you'll stand and clap your hands).

What will you do after you bow to your partner? ...etc.

Level 2	...bow to my corner.
Level 3	I'll bow to my corner after I bow to my partner.